DOCUMENT RESUME

ED 321 002 AA 001 203

Resources in Education (RIE). Volume 25, Number 12.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 321 015 CE 052 298

Forest, Laverne B.
Working with Our Publics. In-Service Education for Cooperative Extension. Module 4. Situational Analysis.
North Carolina State Agricultural Extension Service, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 88
NOTE- 424p.; For related modules, see CE 052 295-301. Fictional newspaper contains small type.
AVAILABLE FROM- Dept. of Adult and Community College Education, North Carolina State University, Campus Box 7607, Raleigh, NC 27695-7607.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Evaluation Methods; *Experiential Learning; *Extension Agents; *Extension Education; *Inservice Education; Instructional Materials; Learning Modules; Models; Situational Tests; Teaching Guides; Workshops
IDENTIFIERS- *Cooperative Extension Service; *Situational Analysis

This module is the fourth in an inservice education series for extension professionals that consists of seven independent training modules. It focuses on how to determine the need for the extension educator's involvement in issues and how to understand the economic, social, political, and environmental contexts in planning, designing, and implementing programs. The 12-hour module is designed to provide extension staff members with an appreciation of the role that situational analysis plays in programming and decision making, as well as with the skills to identify, collect, analyze, and use relevant data in the extension education effort. The module consists of four major parts. The sourcebook includes a concise, readable synopsis of the content, a selected annotated bibliography (48 items), and a list of 19 references. The leader's guide provides step-by-step instructions on how to conduct the workshop and suggestions for use of the other parts. Preliminary and follow-up activities are described, as well as those to take place during the workshop. The learner's packet includes materials

DOCUMENT RESUME

ED 321 029 CE 055 051

Coggins, Chere Campbell, Ed.
Midwest Research-to-Practice. Proceedings of the Conference in Adult and Continuing Education (7th, Madison, Wisconsin, October 21-22, 1988).
Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.
PUB DATE- Oct 88
NOTE- 163p.; For the 1987 proceedings, see ED 295 046.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; Child Abuse; Cognitive Style; Consortia; Decision Making; Dropouts; Educational Planning; Expert Systems; *Independent Study; Leadership; Lifelong Learning; Literacy Education; Management Development; Mentors; Nurses; *Professional Continuing Education; *Program Evaluation; Research and Development; Role Models; *Theory Practice Relationship; Trainers

The following 26 papers are presented in this document: "The Relationship between the Adult's Cognitive Style and Achieving Style to Preference for Self-Directed Learning" (Bitterman); "Developing a Mentoring Program for Persons in Independent Work Sites" (De Vries); "Reflection and the Problem of Self-Deception in Adult Learning" (Dirkx); "A Contingency Model for Planning Educational Programs" (Finley); "Adult High School Noncompleters Receiving General Assistance: Analysis on the Basis of Reference Group Theory" (Fisher); "Is a Learning Style-Personality Type Relationship Characteristic of Adult Learners?" (Fratzke); "Community Service by First Offenders: Adult Development through Symbolic Restitution" (Hanson-Stone); "Inquiry as a Function of Practice" (Heaney); "A Comparison of Three Transfer of Training Strategies in Inservice Adult Teacher Training" (Henschke); "Long Term Impact Evaluation of Continuing Education Programs" (Henschke); "The Assessment of Organizational Ineffectiveness and Effectiveness in Colleges and Universities" (Jones); "International Perspectives on Increasing Support for Continuing Education" (Knox); "The Decision Making Process in Adult and Community

DOCUMENT RESUME

ED 321 041 CE 055 138

Tohme, Georges
The University and Literacy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *College Programs; *College Role; College Students; Cultural Context; Cultural Interrelationships; *Developing Nations; Economic Development; Educational Needs; Educational Philosophy; Educational Responsibility; Elementary Secondary Education; Extension Education; Foreign Countries; *Literacy Education; Open Universities; Program Development; *Role of Education; Universities
IDENTIFIERS- International Literacy Year 1990

In order to explain the role that the university can play in the struggle against illiteracy, a distinction must be made between "social" illiterate people, who are dominated by oral tradition, and functional, or "uneducated" illiterate people, who usually know how to read and write, but without having sufficient understanding to draw any critical conclusions--and who then relapse into illiteracy. Since the university today is accessible to many more people than formerly, it can and should contribute effectively to the process of democratizing and renovating the education system as a whole. More especially, it must play a role in the struggle against illiteracy and in the development of culture and knowledge. Besides the major role traditionally assigned to it (research and education), the university should devote part of its time to the three major tasks of encouraging better cultural, economic, and social development. Ways in which the university is accomplishing these tasks include adult programs, such as the Open University; services to migrants and physically handicapped persons; and computer literacy courses. Teachers and researchers should assist in combating illiteracy through reflection and research, research

DOCUMENT RESUME

ED 321 054 CE 055 151

Roca, Miguel Soler
Literacy in Latin America: Progress, Problems, and Perspectives. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Adult Programs; Basic Skills; Developing Nations; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Literacy Education; *Relevance (Education); *Socioeconomic Influences; Teacher Education
IDENTIFIERS- International Literacy Year 1990; *Latin America

Latin America continues to have about 44 million illiterate people. Since the 1950s, education went from being a requisite of national identity to being recognized as an instrument of power, an important factor of development, the dispenser of human resources, and the guarantor of the continuity of the entire local scene. Important post-World War II education meetings have included the Regional Seminar on Adult Literacy and Education in Rio de Janeiro in 1949 and the Seminar in Primary Education in Montevideo in 1950. Other important meetings took place during the 1950s. In 1979, the Declaration of Mexico set the goals for the Major Project in Education in Latin America. Towns are no longer able to absorb part of the rural work force and most people who subsist on the peripheries of cities have nothing to do there. Among educational problems are teachers who do not have sufficient education, school programs that are not relevant to their students, and the large gap between community life and the scholastic milieu. Yet people are optimistic about changes. The conditions for success are of an ethical and political order. Only in a framework of greater equality will it be possible to make progress. International Literacy Year is a stimulating challenge and signifies the moment

DOCUMENT RESUME

ED 321 067 CE 055 164

Lind, Agneta
Mobilizing Women for Literacy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Comparative Education; *Developing Nations; Females; Foreign Countries; Functional Literacy; *Literacy Education; *Participation; Sex Differences; Sex Stereotypes; *Womens Education
IDENTIFIERS- International Literacy Year 1990

The gap in literacy rates between women and men continually broadens. In 1985, 63 percent of the world's approximately 1,000 million illiterate people were female, compared to 60 percent in 1970 and 58 percent in 1960. A process of social change, including community involvement and mobilization in favor of women's literacy, is needed to sustain participation and overcome male resistance. Literacy programs seldom adapt to the real learning conditions of women, and special provisions for facilitating women's full participation are seldom provided. Women's motivation for becoming literate typically includes the desire to: (1) help their children study; (2) acquire more self-reliance and control over their personal life; (3) liberate themselves from isolation and absolute submission to received authority; and (4) participate in society in the same way men do. These are among the constraints on women's participation in education: lack of time because of family duties, lack of concentration because they must bring their young children with them to class, lack of exposure to anything but their mother tongue, discouragement because of the nonsupport of men, and lack of reading materials once they have learned to read. Programs that integrate literacy classes into activities such as health care and income generation for women usually reinforce women's reproductive and subordinate roles. Only national mass

DOCUMENT RESUME

ED 321 080 CE 055 195

Baldus, Lorayne; And Others
CHOICES. Community Model for Expanding Economic Opportunities for Young Women. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Cooperative Educational Service Agency 11, La Crosse, Wis.; Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE- Jun 89
NOTE- 34p.; Research Project 1437-1-A-89.
AVAILABLE FROM- Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Career Choice; Career Development; Career Education; *Community Organizations; Community Resources; Disadvantaged Youth; *Females; *Models; *Nontraditional Occupations; Postsecondary Education; Program Development; Secondary Education; *Womens Education; Young Adults
IDENTIFIERS- Wisconsin

CHOICES, a community model, was developed to be used by community organizations serving young women. The ultimate goal was to develop programs, using local resource persons, to help young women recognize and take advantage of the many options available to them in preparation for a fulfilling career. Other activities of the CHOICES project staff were to attend the Saturday CHOICES career conferences, plan and carry out the "Operation Smart" training sessions, serve as facilities coordinators for a career camp, and serve on the CHOICES advisory committee. The "Operation Smart" training session and reference materials served as the basis for the development of the model for community organizations. Other sources were materials developed for the Wisconsin CHOICES projects and Cooperative Educational Services Agency (CESA) 11 resource materials. All components addressed by the community model are designed to assist community leaders in planning programs to address the needs of young women to support themselves and to learn about the many options available to them. The CHOICES model is one

DOCUMENT RESUME

ED 321 093 CE 055 238

Bank Community Development Corporations.
Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Sep 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Banking; Business Education; *Capital; *Community Development; *Credit (Finance); *Economic Development; Economics; Financial Services; Housing; Investment; Modernization; Neighborhood Improvement; *Urban Improvement
IDENTIFIERS- *Illinois

This handbook provides a brief overview of bank and bank holding company community development corporations (CDCs), the types of activities for which they can be used, the legal requirements in establishing such an entity, and how they are organized and operated. Case studies, including studies of the Shorebank Corporation of Chicago, the First Chicago Neighborhood Development Corporation, the First Rockford CDC, and the Melrose Park Development Corporation, that outline how CDCs are being used to help finance community economic development projects in Illinois are included. CDC activities have included housing development and rehabilitation; downtown and neighborhood commercial revitalization; industrial development and redevelopment; neighborhood marketing; and training, technical assistance, research, and planning for nonprofit development groups. (CML)

ED 321 094 CE 055 243

The Job Training and Basic Skills Act. Report, Together with Additional Views. To Accompany S. 543 .
Congress of the U.S., Washington, D.C. Senate Committee on Labor and

DOCUMENT RESUME

ED 321 107 CE 055 305

Hill, Sara, Ed.; And Others
Special Issue on Classroom Instruction . Information Update.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Mayor's Office of Educational Services, NY.; New York State Education Dept., Albany.
PUB DATE- Dec 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adults; Dramatics; *Educational Environment; *English (Second Language); Language Arts; Reading Writing Relationship; Second Language Instruction; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- *New York (New York)

This newsletter issue focuses entirely on classroom instruction in adult basic education (ABE) and English-as-a-Second-Language (ESL) programs. The first article, "Whole Language and Adult Literacy Education" (Kazemek), describes 10 principles of holistic language education and how they may be translated into actual classroom practice. The practices include sustained silent reading; sustained silent writing; prepared oral reading as a social activity; language experience texts; reading, rereading, and retelling published texts; strategy instruction; and informal assessment. The second article, "Building a Community of Learners (Schneider), describes how such a community is created at the ABE learning centers at the New York Public Library. "Teachers Talk about Writing" (Slivka) contains a discussion by four ABE teachers from Region 3 of the New York City Board of Education on how they facilitate writing in their classes. "Parallels in Literacy and Second Language Acquisition" (Hill, Rabideau) argues that ABE and ESL teachers can learn from one another and provides examples. "Teaching Writing through the Arts" (Denis) explains how a drama and playwriting teacher from New York City Public Schools uses theatre games and writing exercises that build writing confidence and interest, including talk sessions, oral storytelling,

DOCUMENT RESUME

ED 321 121 CE 055 332

Subject Bibliography of Supplementary Adult Literacy Materials.
Mississippi State Penitentiary Project.
Mississippi Library Commission, Jackson.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 89
NOTE- 134p.; For a related document, see CE 055 333.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Audiotape Cassettes; *Correctional Education; English (Second Language); *High Interest Low Vocabulary Books; Independent Reading; *Literacy Education; *Reading Achievement; Reading Material Selection; Reading Skills; Recreational Reading; *Supplementary Reading Materials
IDENTIFIERS- *Mississippi State Penitentiary

This annotated bibliography of supplementary adult literacy materials was designed to enhance the existing literacy program being offered at the Mississippi State Penitentiary in Parchman, Mississippi. The annotations are arranged in the following 20 categories: automobiles; biography; communication skills; consumer information; coping skills; crafts; English as a second language; fiction; general education development; health, education, and safety; history and government; job skills; large print; mathematics; money management; readalongs; readers; religion; science; and tutor. In addition to being listed in their separate categories, the large print materials and readalongs (books accompanied by at least one audiocassette) are also included in the categories appropriate to their individual subjects. Within categories, the materials are listed alphabetically by author's last name. The annotations typically include the international standard book number, price, a brief description of the contents, the reading level as furnished by the publisher or distributor, and the call number or accession number, in addition to the usual bibliographic facts. The last page contains the names, addresses, and phone numbers of publishers and distributors of the materials. (CML)

DOCUMENT RESUME

ED 321 138 CE 055 369

Low Cost/No Cost Transition Activities. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- Oct 89
NOTE- 17p.; For related documents, see CE 055 354-365, CE 055 370-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agency Cooperation; Curriculum Development; *Education Work Relationship; Equipment; Inservice Teacher Education; Program Evaluation; *School Business Relationship; *School Community Relationship; School Personnel; Secondary Education; *Special Needs Students; Staff Development; *Transitional Programs
IDENTIFIERS- *Missouri

This guide addresses the personnel, curriculum, equipment, inservice, interagency cooperation, and evaluation that are appropriate for low-cost and no-cost activities designed to help Missouri special needs students make the transition from school to work. Following an overview and a short glossary, the bulk of the document is in a question-and-answer format. The topics covered include how to identify low-cost and no-cost transition activities, the responsibilities of school district personnel, what community members should take part in planning activities, ideas for curriculum development, equipment and materials available to teachers, how school districts can bring about low-cost and no-cost inservice education, resources for training, inexpensive methods of advertising activities, why interagency cooperation is a necessary component of transition activities, what interagency cooperation accomplishes for students, how school districts can improve interagency cooperation, and evaluation of activities. The appendices contain examples of materials useful in teaching a functional curriculum, three references, and a graphic depiction of the home, school, and community environments in the transition from school to work. (CML)

DOCUMENT RESUME

ED 321 153 CE 055 824

Lankard, Bettina A.
The Multicultural Work Force. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adults; Corporate Education; *Cross Cultural Training; Cultural Differences; *Cultural Influences; Education Work Relationship; Employee Attitudes; Employer Attitudes; Ethnic Groups; Intergroup Relations; *Labor Force Development; *Management Development; Mentors; *Multicultural Education; *Sex Differences

White males represent only 46 percent of the U.S. work force. Within a few years, 75 percent of those entering the labor force will be women and minorities, according to the U.S. Department of Labor. The work force is getting smaller as well as changing in nature. To attract and keep the most qualified and productive workers, businesses must make changes in their management policies and practices that few employers or workers have anticipated or are prepared for. Among the companies that have promoted the benefits of a multicultural, diversified work force are Procter and Gamble, Digital Equipment Corporation, Avon, Xerox, Mobile, Honeywell, Colgate-Palmolive, and Ortho Pharmaceutical. For example, Procter and Gamble has established special mentoring programs to help bring women and blacks into management by providing them information about organizational styles of management, leadership, communication, and networking. Digital Equipment Corporation has started a program to create management awareness of attitudes and assumptions about races and genders and how those attitudes and assumptions influence company and employee policies and behaviors. To manage a diversified work force, managers must learn to be

DOCUMENT RESUME

ED 321 166 CG 022 574

The Challenge of Sexual Maturation in Early Adolescence.

American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 36p.; In: Gerler, Edwin R., Jr., and others. "The Challenge of Counseling in Middle Schools," 1990; see CG 022 569.
CONTRACT- RI88062011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; *Adolescents; Intermediate Grades; Junior High Schools; *Middle Schools; *School Counseling; *School Counselors; *Sexuality

This fifth chapter in "The Challenge of Counseling in Middle Schools" looks at the issue of sexual maturation in early adolescence via four articles. "The Counselor's Impact on Middle-Grade Students," by Hershel Thornburg, examines physical, intellectual, and social developmental tasks of early adolescence. "Contraceptive and Sexuality Knowledge Among Inner-City Middle School Students from Minority Groups," by Peggy Smith, Mariam Chacko, and Ana Bermudez, describes reported sexuality and contraceptive knowledge of inner-city middle school adolescents from minority groups who participated in a free physical examination program. Differences by sex, race, and ethnicity are mentioned; trends and potential implementation of the findings for the school counselor are highlighted. "The Pregnant Adolescent: Counseling Issues in School Settings," by Peggy Smith, looks at adolescent sexuality and cognitive development, considers pregnancy outcomes, and discusses the family's role in the counseling process. "Pregnancy Counseling for Teenagers," by John Eddy, Ernest McCray, David Stilson, and Nancy DeNardo, provides an approach to counseling the pregnant adolescent using a step-by-step method. It describes the use of a structured interview providing both the

DOCUMENT RESUME

ED 321 180 CG 022 617

Idaho Comprehensive Guidance and Counseling Program Model.
Idaho State Dept. of Education, Boise.
PUB DATE- 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Counseling Services; Elementary Secondary Education; Guidance Objectives; Guidance Personnel; *Guidance Programs; Guidelines; Models; Program Design; *Program Development; Program Evaluation; Program Implementation; Pupil Personnel Services; *School Guidance; State Standards
IDENTIFIERS- *Idaho; Missouri Comprehensive Guidance Program Model

This handbook describes a series of procedures for establishing school guidance and counseling programs in Idaho based on the Missouri Comprehensive Guidance Program model developed by Dr. Norman Gysbers. It begins with a conceptual framework and moves through the development, evaluation, and refinement steps of setting guidance programs in Idaho schools. Chapter 1 presents the basic tenets upon which the comprehensive guidance and counseling program model was built. Chapter 2 outlines the comprehensive guidance model, describing the program components, student outcomes, and delivery methods, along with a discussion of differences between this model and past models of guidance and counseling programs. Chapter 3 describes structural resources necessary for the school-based program to be successful: time, space, staff expertise, equipment, and resource materials. Chapter 4 describes the implementation process, while chapter 5 focuses on evaluation, review, and refinement as a means for future development and expansion. An evaluation checklist is included, along with a 21-item bibliography. (TE)

ED 321 181 CG 022 618

DOCUMENT RESUME

ED 321 195 CG 022 639

Lauver, Philip J.; Banks, Beth Ellen Lawing
COUNSELINK: A Pilot Project Proposal.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Computer Oriented Programs; *Counselors; *Interpersonal Communication; *Networks; *Telecommunications
IDENTIFIERS- *Counselink

The COUNSELINK Feasibility and Planning Project acquired the information necessary to determine the feasibility and desirability of creating a computer-based telecommunications network for professional counselors through a review of the literature, use of online information systems and local bulletin board systems, and communication with managers of online networks and bulletin boards. The results of this investigation, including recommendations for a pilot project, are included in this report. The report looks at the current status of telecommunications, explains how a telecommunication system works, and considers the need for networking among counseling professionals. Options for COUNSELINK are considered and various ways that such a system could be implemented are presented. Desired features of COUNSELINK are discussed. A section on online networks through mainframe connections looks at existing services available through General Videotex, CompuServe, and The Source. Individual bulletin board systems are also described. Budget considerations addressed include online network costs, hardware expenses, and individual bulletin board system costs. The report concludes with a set of recommendations, the overall recommendation being that, if the American Association for Counseling and Development is willing to commit sufficient energy and money to the project, a fully private network be established through General Videotex's GROUPLINK or The Source's Private Network Services. A glossary of terms used in the computer and telecommunications field is provided. (NB)

DOCUMENT RESUME

ED 321 209 CG 022 658

Landes, David

What Legislators Need to Know about Long-Term Care Insurance.

National Conference of State Legislatures, Denver, CO.
REPORT NO.- ISBN-155516-677-6
PUB DATE- May 87
NOTE- 29p.
AVAILABLE FROM- Marketing Department, National Conference of State Legislatures, 1050 Seventeenth Street, Suite 2100, Denver, Colorado 80265.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Financial Support; *Insurance; *Long Term Care; *Public Policy; *State Legislation; State Programs

This booklet discusses the potential importance to states of long-term care insurance, describes general policy characteristics, and summarizes state actions to both regulate and promote long-term care insurance. It is intended as a resource for legislators and others involved in long-term care financing and public policy formulation. Long-term care insurance is defined as an emerging private financing mechanism for long-term care services--services that are required due to a chronic illness or a condition lasting over a prolonged period of time. It is noted that currently government payment is available through Medicaid only for the poor or for those who have depleted all their own resources, and that states have begun searching for ways to limit the amount of assets that must be spent before becoming eligible for Medicaid. The answers to the following seven questions are discussed in detail: (1) What are long-term care and long-term care insurance?; (2) Why is long-term care insurance an important issue for state legislatures?; (3) What types of long-term care insurance policies are available?; (4) What are the barriers to the expansion of long-term care insurance?; (5) What have states done to regulate the sale and content of long-term care insurance policies?; (6) What have states done to encourage the sale of long-term care insurance?; and (7) What is the future of long-term care insurance? References are included in 72 end notes. (Author/ABL)

DOCUMENT RESUME

ED 321 223 CG 022 674

Gemmer, Thomas C.
Every Child Is a V.I.P.: A Schoolwide Program to Build Self- Esteem.
PUB DATE- 11 Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Florida Association for Counseling and Development (40th, Kissimmee, FL, November 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; Parent School Relationship; Positive Reinforcement; *School Counseling; School Counselors; *Self Esteem; Student Attitudes

Many forces work to undermine the self-esteem and attitude toward school of an elementary school student. A program to reverse this trend, the V.I.P. (Very Important Person) Program, was undertaken in a Florida elementary school. For the counselor this program provides contact with every student, positive communications with parents, and a way to get teachers to focus on each student's good qualities. For the student this program provides some unconditional recognition from teachers and peers, a chance to be in the spotlight for non-academic reasons, and an opportunity to feel good about being in school. Each week all teachers choose a new V.I.P. from their class. The teachers fill out a Teacher Input Form about their student. The counselor meets with all chosen V.I.P.s, interviews them, takes their picture, has them draw a picture of their choice, and gives them a certificate of congratulations with a letter to their parents. Collected materials are displayed on the V.I.P. wall and V.I.P. students receive pins to wear as well as privileges determined by their teachers. It is hoped that in this way students get to know that everyone is a Very Important Person and that the positive qualities of each student deserve recognition. (Forms used in the program are included.) (ABL)

DOCUMENT RESUME

ED 321 237 CS 010 153

Wade, Suzanne
How Interest Affects Learning from Text. Technical Report No. 506.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 21p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Information Sources; Interest Research; *Reading Comprehension; Reading Interests; Reading Research; *Textbooks; Text Structure
IDENTIFIERS- *Expository Text; *Text Based Interest; Textbook Design; Text Factors

This report reviews the research on text-based interest, defined as those elements within texts that create interest for the majority of readers. Three issues are covered: (1) what kinds of information are considered interesting, both theoretically and empirically; (2) what effects popular strategies for creating interest have on learning outcomes; and (3) how interest influences where students focus their attention in a text. A major finding of the report is that the practice of adding personalized anecdotes and highly interesting but nonessential information to text has a detrimental effect on the learning of important information. The report concludes with suggestions for alternative strategies for creating interest in texts, for educational practice, and for future research. Two tables of data are included, and 62 references are attached. (Author/SR)

DOCUMENT RESUME

ED 321 251 CS 010 224

Newman, Anabel Powell; Beverstock, Caroline
Adult Literacy: Contexts and Challenges.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-87207-356-4
PUB DATE- 90
NOTE- 232p.
CONTRACT- RI88062001
AVAILABLE FROM- International Reading Association, 800 Bardsdale Rd., Newark, DE 19714 ($9.00 members; $13.50 nonmembers); ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2508 E. 10th St., Bloomington, IN 47408-2698 ($9.95 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; *Adults; *Educational History; Futures (of Society); Illiteracy; Literature Reviews; *Reading Research; Theory Practice Relationship
IDENTIFIERS- Workplace Literacy

Reporting recent and significant studies across the spectrum of the literacy movement to help plan the United States' literacy future, this book discusses the history of the adult literacy movement, especially in the United States, and the emergent definitions of adult literacy. The book also reports on the scholarship about, practice of, and challenges confronting the adult literacy movement. Chapters include: (1) "Adult Literacy: A New American Value"; (2) "What Literacy Has Come To Mean"; (3) "Measuring America's Literacy"; (4) "The Emergence of Thinking about Adult Literacy"; (5) "Adult Literacy Research: Surveying a New Field"; (6) "The National Coalition for Literacy"; (7) "Literacy Initiatives"; and (8) "The Challenges of Adult Literacy." (RS)

DOCUMENT RESUME

ED 321 265 CS 212 415

Vilscek, Elaine
Sensing Story Elements and Structure in Good Literature, the Models for Children's Writing.
PUB DATE- Feb 90
NOTE- 26p.; Paper presented at the Annual Southwest Regional Conference of Authorship (18th, Alberquerque, NM, February 8-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Authors; *Childrens Literature; Creative Writing; Elementary Education; Illustrations; *Reading Writing Relationship; *Writing Improvement; Writing Instruction; Writing Skills
IDENTIFIERS- Authorship; *Childrens Writing; Story Structure; Writing Development; *Writing Models

Quality children's literature can model a wide range of effective writing and illustrating techniques. When exposed to good models of writing, children can be encouraged to reflect on how authors and illustrators have shaped a story, and literary elements, story structure, and design can be identified. As children progress in their understanding of story elements and structure, they should be exposed to varied styles of authorship. Their awareness can be heightened by engaging them in creative responses to good books. As they internalize these models, they begin to take risks with them in their own writing. The valuing of authorship can be promoted through the creation of a writer's studio which includes: some things/ways to highlight the techniques and story craft employed by an adult author or illustrator of renown; some things/ways to highlight classroom student authors and illustrators; and varieties of tools for writing and illustrating. (Periodicals that publish children's original work, publishers' addresses, books on children's authors and illustrators, multi-media production companies, and instruction charts in literary elements of story and design are included. Twenty-four references, including children's books, are attached.) (MG)

DOCUMENT RESUME

ED 321 279 CS 212 436

Weston, Ruth D.
Eudora Welty as a Resource for the Writing Classroom.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Literary Criticism; Reader Response; Twentieth Century Literature; United States Literature; *Writing Across the Curriculum; Writing Assignments; *Writing Instruction; *Writing Processes
IDENTIFIERS- Aesthetic Reading; Author Text Relationship; Voice (Rhetoric); *Welty (Eudora); Writing Functions

In addition to her work as novelist and critic, Eudora Welty is also a valuable resource for the teaching of composition, particularly through both her theory and example, for she is always writing about writing. Many of Welty's essays on literary theory speak to problems encountered in the college writing class. Perhaps the most accessible text for demonstrating Welty as a writing teacher is her autobiography "One Writer's Beginnings," in which each section deals with a problem basic to all writing and lends itself to student writing experience. In the first section, entitled "Listening," Welty's dynamic and expressive verbs and adjectives are the basis for an exercise in diction. Classroom assignments emphasizing concrete, concise language and character analysis grow out of this section when used in conjunction with the Welty essay entitled "Clamorous to Learn." Also, Welty's own readings of writers she admires give insights into creative listening, helping students make meaning emerge from texts before responding in their own writing. In the section entitled "Learning To See," Welty's text provides a model of her visual imagination as well as evidence of her belief in the importance of what she calls writing with an "eye for the telling detail." The last section, "Finding a Voice," addresses the techniques of focusing, illustrated in one of her early stories. It includes a discussion

DOCUMENT RESUME

ED 321 295   CS 212 456

Marley, Bernard M.; Marley, Linda G.
Big Foot to the Rescue or Story Starters: A Component of Whole Language.
PUB DATE- Mar 90
NOTE- 7p.; Paper presented at the Annual Conference of the Indiana State Council on Reading (Indianapolis, IN, March 29-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Class Activities; Classroom Environment; *Creative Writing; Elementary Education; *Prewriting; Reading Writing Relationship; Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Childrens Writing; *Process Approach (Writing)

The creative writing process, like any writing process, begins with a prewriting activity. Story starters are one such activity which teachers can use to begin the creative writing process with their students. For example, large cartoon-like characters made on an opaque projector can be used to initiate discussion. The second step requires a drafting of ideas into story form. Thirdly, the youngsters use their peers in revising their stories. The writer is responsible for responding to the criticism and for making the essential corrections. Next, students rewrite their stories and proofread. They are encouraged to use a dictionary or get help from a peer. Noise levels may be louder than usual, but learning is taking place. Once all corrections have been made, the publishing process begins. Given paper with an outline of the cartoon-like character on it, students write the final copy within the drawn character. They illustrate the paper and make covers for their books. Completed books are shared with the class. (SR)

ED 321 296   CS 212 457

DOCUMENT RESUME

ED 321 310 CS 507 197

Herbeck, Dale A.; Fishman, Donald
"New York Times v. Sullivan": A Reassessment of the Court's Analysis of the Seditious Libel Doctrine.

PUB DATE- 18 Feb 90
NOTE- 44p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Constitutional History; *Constitutional Law; Court Judges; *Court Litigation; *Freedom of Speech; Journalism History; *Libel and Slander; United States History
IDENTIFIERS- New York Times Co v Sullivan; Press Responsibility; *Sedition; *Supreme Court

The United States Supreme Court in New York Times v. Sullivan (1964) extended the scope of protection provided to the press when covering public officials, requiring officials claiming libel by the press to prove "actual malice" (knowledge of falsity or reckless disregard of truth or falsity). The Alien and Sedition Acts of 1798 limited expression by critics of the Federalist administration of President John Adams. The Court has implied in recent years that if a challenge to the law had been brought, the founders of the Republic would have rejected federal government restrictions on seditious libel (speech overtly critical of the government). Despite such suggestions in cases like New York Times v. Sullivan, a review of the literature shows that it is more likely that the Court would have upheld the Alien and Sedition Acts. Three members of the Adams-era Court supported the statutes, and every justice was a Federalist appointee. Furthermore, the Court had upheld expression limits in other contexts, and state laws restricting speech enjoyed broad support. Justice Brennan's majority opinion in Sullivan, which suggested that the founders would have opposed seditious libel prosecutions, misread American history and begged the question presented to the Court. Brennan's approach also ignored the low value placed on expression by English

DOCUMENT RESUME

ED 321 323 CS 507 218

Schooler, Caroline; Basil, Michael D.
Alcohol and Cigarette Advertising on Billboards: Targeting with Social Cues.
PUB DATE- 10 Jun 89
NOTE- 28p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-28, 1990). For a related study, see CS 507 217.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Alcoholic Beverages; Asian Americans; Audience Awareness; Blacks; Communication Research; Drinking; *Ethnic Groups; Hispanic Americans; Mass Media Effects; Media Research; Models; Persuasive Discourse; Smoking; *Tobacco; Whites
IDENTIFIERS- *Advertising Effectiveness; *Billboards; Health Communication

A study examined whether billboard advertising of tobacco and alcohol products is differentially targeted toward White, Black, Asian, and Hispanic neighborhoods. The study analyzed 901 billboards in neighborhood commercial districts in San Francisco, California, giving particular attention to tobacco and alcohol billboards. Neighborhood census data were merged with billboard data to address this question. The study also proposes a theoretical model to explain how this medium is effective. The social aspects of drinking and smoking are posited to be important positive product attributes. The study suggests that the modeling of social cues can serve to motivate product use, disinhibit behavioral restraints, and reinforce existing habits. The data suggest that: (1) across all billboard advertising of products and services, tobacco (19%) and alcohol (17%) products were the most heavily advertised; (2) Black and Hispanic neighborhoods had more tobacco and alcohol billboards than White or Asian neighborhoods; (3) Black neighborhoods had the highest per capita rate of billboard advertising; and (4) there were more Black models per 1,000 Black people than there were ethnic models for other ethnic groups. Furthermore, the analyses of the content of the billboards revealed that alcohol and cigarette advertisements use social

DOCUMENT RESUME

ED 321 337 EA 020 838

Razik, Taher A.
The Case of Oman: Primary Level. Evaluation of Curriculum.
Ministry of Education and Youth (Oman).
PUB DATE- 87
NOTE- 935p.; For preparatory level, see EA 020 840.
LANGUAGE- English
EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Analysis of Variance; Curriculum Development; *Curriculum Evaluation; *Elementary Education; Foreign Countries; *Instructional Effectiveness; *Instructional Material Evaluation; Program Evaluation; Program Validation; *Relevance (Education); Tables (Data)
IDENTIFIERS- *Oman

This report assesses the 1987 primary school (grades 1 through 6) curriculum in the Sultanate of Oman. The evaluation examined the degree of congruence between the designers' intentions (as expressed in learning objectives and recommendations for implementation) and the conceptions of administrators in the country's nine school districts and ministry of education. The instrument, designed to rate the curriculum components, addresses learning objectives, classroom activities, assessment, staff, facilities and equipment, textbooks, teachers' manuals, and curriculum content. Five conceptual factors were taken from the opinion survey and used as independent variables, and eight demographic variables were employed. One-way analysis of variance tests were done, and the signficances were tested by the Scheffe pairwise comparison test to identify the significantly different subgroups. The responses of teachers and administrators reflected more conformity and uniformity than those of the supervisors, who showed more variability in their age, experience, and social and educational backgrounds. The report is presented in two sections. Part I, the evaluation, contains six chapters and four pages of references. Part II comprises two appendixes: Appendix A contains the questionnaires used in the study; Appendix B consists of tables of frequency and of percentages for teachers, supervisors, and administrators. (JAM)

DOCUMENT RESUME

ED 321 352   EA 021 951

Holdaway, Edward A.; Johnson, Neil A.
Perceptions of Overall Job Satisfaction and Facet Satisfaction of Principals.
PUB DATE- Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Job Satisfaction; Motivation; Need Gratification; *Principals; *Satisfaction
IDENTIFIERS- *Alberta

Learned opinion supports the relevance of satisfaction with job facets in studies of job satisfaction, but an analysis of the perceived importance of these facets concerning overall job satisfaction in education has largely been ignored. The relationships among Alberta (Canada) elementary and junior high school principals' job facet perceptions and the importance of the facets for their overall job satisfaction are examined in this study based on mailed questionnaires and followup interviews. Questionnaires were mailed to a 20 percent random sample of 131 elementary school principals and to 94 junior high principals. Response rates were 85.5 percent and 89.4 percent. The two groups of principals ranked both mean satisfaction with facets and mean importance of facets similarly. "Working relationships with teachers" ranked first or its equivalent on all scales. The three highest rankings of mean importance for facets for both groups were working relationships with teachers, teaching competence, and staff morale. Much lower correlations were obtained between satisfaction and importance for both groups, which disputes the claim that importance is inherent in measures of satisfaction and need not be separately assessed. Tables and figures provide a conceptual relational model, summary statistics, and sample characteristics. (45 references) (LMI)

DOCUMENT RESUME

ED 321 367 EA 021 989

Lebda, James J.

Superintendents' Involvement in Principal Pay Design: An Exploratory Study.

PUB DATE- Apr 90

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Role; Conflict Resolution; *Decision Making; Elementary Secondary Education; *Principals; *Salaries; *Superintendents; *Teamwork

IDENTIFIERS- *Pennsylvania

Despite a growing body of literature on the school superintendency, little is known about the role, influence, and satisfaction of district superintendents when school boards make compensation decisions for principals. This exploratory study, which reported findings from a sample of 215 Pennsylvania superintendents, attempted to identify and investigate superintendent involvement in principal salary decisions conducted under a state-mandated meet and discuss model. The study's conceptual and empirical framework was based on three bodies of literature (the superintendency, administrative compensation, and conflict management). Data were reported by 177 superintendents, for an 82.3 percent return rate. Collected data recorded superintendents' perceptions using a survey instrument requesting demographic, procedural, and attitudinal information. Results suggested that superintendents are engaged in principal pay discussions. An active role in dialogue, accompanied by influence and support for principals, was associated with the highest levels of superintendent loyalty and satisfaction, as well as more positive views of managerial interaction. Conflict between superintendents and principals appeared minimal. Conversely, superintendent participation without influence during principal pay design constrains the process by limiting the exchange of ideas that help develop realistic compensation packages and professional growth opportunities for principals. (50 references) (MLH)

DUCUMENT RESUME

ED 321 383 EA 022 030

A New Look at Empowerment: How Educators and Communities Can Empower Each Other.

American Association of School Administrators, Arlington, Va.

REPORT NO.- ISBN-0-87652-148-0

PUB DATE- 90

NOTE- 21p.

AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00278; $1.50; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cooperation; Group Unity; Intergroup Relations; Leadership Responsibility; Organizational Communication; Parent School Relationship; Parent Teacher Cooperation; *Participative Decision Making; *Power Structure; School Community Relationship; Social Networks; Student Responsibility; Teacher Responsibility; Teacher Student Relationship; *Teamwork

IDENTIFIERS- *Empowerment

Empowerment is based on the viewpoint that power shared is power multiplied. It contributes to increased school effectiveness by providing people with the opportunity and necessary resources to understand and change their world. The interactive processes by which people empower each other and benefit from them are discussed in this report. Suggestions are offered to facilitate empowerment at the different levels of participation: administrator, teacher, parent, student, community, school district, and individual school. (LMI)

ED 321 384 EA 022 031

ED 321 003 CE 051 377

Stockdill, Stacey Hueftle
The Technology for Literacy Project Evaluation Report.
SPONS. AGENCY- Saint Paul Foundation, St. Paul, MN.
PUB DATE- Aug 88
NOTE- 47p.; For a related document, see ED 295 028. Presented to the Donor Review Board.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Case Studies; *Computer Assisted Instruction; Educational Research; *Educational Technology; Incentive Grants; Inservice Teacher Education; *Outcomes of Education; *Program Effectiveness
IDENTIFIERS- Saint Paul Public Schools MN; *Technology for Literacy Project

The Technology for Literacy Project was a three-year experimental project to explore the use of computers and other forms of technology with adults lacking basic skills in reading, writing, and mathematics. The project, which concentrated on St. Paul, Minnesota, and its surrounding counties, had four components: direct service, incentive grants, training, and research. The project provided technology-based basic skills instruction to 2,494 adult learners (which was 192 percent over initial projections). Over its three years of operation, the program's retention rate increased from 56 to 64 percent. The goal of the project's incentive grant program was to stimulate the use of technology by other existing literacy programs. Toward that end, a total of 14 grants were awarded in four Minnesota counties. The grants were used to purchase hardware and software and to provide training to teachers and staff. The program's training component focused on increasing the use of technology-assisted instruction and facilitating cooperative efforts in technology by training adult basic education instructors in the use of educational technology. The training program included internships, workshops, and conference presentations. The project's research phase resulted in a monograph and various articles on the project's implementation and outcomes. (MN)

ED 321 004 CE 051 634

to be used during the workshop. The last section lists instructional aids--posters, videotapes, a fictional county newspaper, a comic book--and provides masters for producing overhead transparencies. (YLB)

ED 321 016 CE 052 299

Wells, Betty L.
Working with Our Publics. In-Service Education for Cooperative Extension. Module 5. Working with Groups and Organizations.
North Carolina State Agricultural Extension Service, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 88
NOTE- 214p.; For related modules, see CE 052 295-301.
AVAILABLE FROM- Dept. of Adult and Community College Education, North Carolina State University, Campus Box 7607, Raleigh, NC 27695-7607.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Extension Agents; *Extension Education; *Group Dynamics; *Inservice Education; Instructional Materials; Interpersonal Communication; Learning Modules; *Networks; *Organizations (Groups); Teaching Guides; Workshops
IDENTIFIERS- *Cooperative Extension Service

This module is the fifth in an inservice education series for extension professionals that consists of seven independent training modules. Its purpose is to provide the conceptual foundation and practical skills needed to work effectively with groups and organizations. Five units cover networking, communicating one-to-one, moving up and down and in and out through groups, making sense of organizations, and facilitating interorganizational relations. The 18-hour module consists of four major parts. The sourcebook includes a concise, readable synopsis of the content, purpose and basic assumptions, a selected annotated bibliography (26 items), and a list of 100 references. The leader's guide provides step-by-step instructions on how to conduct the workshop and suggestions for use of the other parts. Preliminary and follow-up activities are described, as well as those to take place during the workshop. Instructions for each of the five units are

Education Programs: The Director as Decision Maker" (Levine, Snoddy, Suvedi); "The Perceptions and Attitudes of School Superintendents toward Adult Illiteracy" (Ludden, Wood); "Roles and Methods of Educators in Building Leadership Skills and Attitudes" (McIntee, Rossing); "Dropout in Adult Literacy Programs: An Application of Tinto's Model of Attrition" (Martin); "Do Returning Adult Men Students Have Psychosocial Concerns?" (Muench); "Factors Leading to the Termination of Three Consortia of Higher Education Institutions: A Case Study" (Offerman); "Expert Systems as a Vehicle for the Transfer of Research-to-Practice" (Oravec); "A Framework for Evaluating Child Abuse Prevention Programs" (Pamperin); "Research, Reward, and Professional Practice" (Podeschi); "Illinois Literacy Hotline Evaluation" (Sheared); "The Long-Term Effects of Wingspread Conferences" (Tait); "Factors Influencing Lifelong Learning of Professional Nurses" (Wagner); "Comparison of the Training Process or Methods between In-House Trainers and External Consultants" (Westover); and "An Analysis of Supervisory and Management Development Training Needs of Public Sector Employees" (Spikes). (CML)

ED 321 030 CE 055 052

Coggins, Chere Campbell, Ed.
Proceedings of the Annual Adult Education Research Conference (30th, Madison, Wisconsin, April 27-29, 1989).
Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.
PUB DATE- Apr 89
NOTE- 377p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; Aging (Individuals); Alcoholism; Andragogy; Cognitive Style; Consortia; Continuing Education; Critical Thinking; Educational History; *Educational Research; Educational Technology; Extension Education; Females; Foreign Countries; Independent Study; Leadership; *Lifelong Learning; Open Education; Parent Influence; Professional Continuing Education; Research and Development; Residential Care; Second Language Learning; Success; Surveys; Theory Practice Relationship
IDENTIFIERS- China; Great Britain; Latin America; Lindeman (Eduard);

and development, the training of instructors and teachers, and creation of teaching materials. University students can also contribute by preparing reports and tutoring illiterate persons. (KC)

ED 321 042 CE 055 139

Wagner, Daniel A.
Literacy and Research: Past, Present and Future. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Cultural Context; Developing Nations; Economic Development; Educational History; Educational Needs; Educational Philosophy; *Educational Research; Elementary Secondary Education; Foreign Countries; *Literacy Education; Program Development; Research Problems; *Research Utilization
IDENTIFIERS- International Literacy Year 1990

The importance of research in literacy is that it provides some routes to greater efficiency in literacy provision. Research from the past shows how important reading and writing have been over the centuries. Literacy was often invested with social and moral power as well, and religious literacy was the predominant form of reading and writing from before the time of the ancient Greeks through the Middle Ages. Some theories of literacy link the industrial revolution to the increase in literacy of the period, but others dispute this assertion. Mass literacy programs or campaigns have also been a focus of recent historical inquiry--showing that literacy campaigns never take place in cultural and historical isolation. Social science research today has grown tremendously. This research has raised four main issues that are likely to be investigated often in the years to come: (1) defining and redefining literacy; (2) the acquisition of literacy; (3) retention of literacy; and (4) individual and social consequences of literacy. Future research is likely to focus on adult literacy campaigns, the advent of universal primary education, and changing levels of literacy requirements. (KC) of truth for Latin America. (CML)

ED 321 055 CE 055 152

Yousif, Abdelwahid Abdalla
The Arab States: A Programme To Renew Primary Education and Eradicate Illiteracy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; Adult Education; Developing Nations; Equal Education; Foreign Countries; Linking Agents; Literacy; *Literacy Education; Migrants; *National Programs; Networks; *Primary Education; *Regional Programs
IDENTIFIERS- *Arab States; International Literacy Year 1990

The United Nations' Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Adult Illiteracy in the Arab States by the Year 2000 (ARABUPEAL) began in 1987. Among the educational problems confronting Arab States are that their educational objectives do not specifically relate to development objectives, the links are weak between the curriculum and the needs of students and society, the methods of instruction are traditional and stereotyped, and there is little coordination between education and other sectors of development. Groups targeted by the program are: school-age children; primary school dropouts; unemployed school leavers; adolescent and adult illiterates; and workers in the unorganized sectors, particularly migrants. The program will be carried out by means of a regional plan and plans for individual states. Administration and planning issues include the fact that the project presents a new vision of education, all available resources must be mobilized to achieve a networking effect, and the cooperation of universities must be enlisted. Issues about curricula, teaching methods, and teaching materials include: how to bridge the gap between school culture and local cultures, how to incorporate concepts of modern science, and how to integrate the curriculum. A national network will be set up in each member state to develop its national educational plan. Each network

literacy campaigns (in such countries as Cuba, Nicaragua, Vietnam, Angola, and Ethiopia) have successfully mobilized and taught hundreds of thousands of illiterate women and men. Their teaching methods were traditional, but their content focused on national issues. The degree of female participation depended on community attitudes. Local (not those from the middle class) female teachers have been the most successful at encouraging participation. (CML)

ED 321 068 CE 055 165

Marquet, Michael
Michael's Marathon: My Experience of Overcoming Illiteracy as an Adult. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Apprenticeships; Authors; Basic Skills; Dropouts; Foreign Countries; *Horticulture; *Learning Disabilities; *Literacy Education; Persistence; Personal Narratives; Scholarships; Vocational Education; Work Experience Programs; Young Adults
IDENTIFIERS- International Literacy Year 1990; *New Zealand

Michael Marquet of New Zealand left school 10 years ago, not able to read or write and with a serious speech problem. He had spent 9 years in a special class and had learned very little. He had completed 2 years of high school and left at the end of the fourth form, at the age of 15 and with no qualifications. However, he had participated in a horticulture work experience program. He got a job as a laborer at the Christchurch Botanical Gardens (New Zealand). Michael joined his town's reading program that was part of International Literacy Year. His goal was to read and write an old horticulture assignment all by himself. He finished a course in horticulture for the school certificate and was turned down for an apprenticeship in horticulture by the City Council because officials thought that the program would be too difficult for someone who could not spell "horticulture" or his surname. He started working toward the National Diploma in Horticulture, which part of a Wisconsin state initiative to help create a better future for young women. (Extensive appendixes to this report include invitation letters; registration forms; the CHOICES model; and the Project Discovery model, which emphasizes math, science, technology, and computers.) (KC)

ED 321 081 CE 055 196

Nelson, Orville; And Others
Wisconsin Department of Public Instruction Work Experience Handbook. Final Report.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.; Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
PUB DATE- Sep 89
NOTE- 270p.; For related documents, see CE 055 192-194 and CE 055 197-199.
GRANT- PAH-02842
AVAILABLE FROM- Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Cooperative Programs; Experiential Learning; *Field Experience Programs; Guides; High Schools; Information Dissemination; Labor Force Development; *School Business Relationship; State Programs; *Student Experience; Supervised Occupational Experience (Agriculture); *Training Methods; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Wisconsin

This document describes a project that developed this K-12 generic Work Experience Handbook to help Wisconsin high schools implement work experience programs. The first 13 pages describe the purpose and objectives of the project and the need for the handbook; the methods used to develop it, including the use of steering and work committees and survey research; the handbook's dissemination at workshops in the state; and project recommendations. The recommendations are that: (1) school-supervised work experiences be made available for students at all grade levels; (2) the state education department provide inservice workshops to all key school personnel on the school-supervised work experience methodology; (3) the state education department compile and disseminate a list of

Human Resources.
REPORT NO.- Senate-R-101-129
PUB DATE- Sep 89
NOTE- 312p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Adults; Cooperative Programs; *Economically Disadvantaged; Educational Improvement; *Education Work Relationship; *Eligibility; Employment Potential; *Federal Legislation; Government School Relationship; *Job Skills; Job Training; *Work Experience Programs
IDENTIFIERS- Congress 101st; *Job Training Partnership Act 1982; Proposed Legislation

These two documents, addressed to the first session of the 101st Congress, are S. 543, a bill to amend the Job Training Partnership Act to strengthen the program of employment and training assistance under that act, and the Senate report, from the Committee on Labor and Human Resources, to accompany S. 543. The Senate report includes amendments to the bill as originally submitted and recommends passage of the bill. The report includes information on the following topics: history of the legislation, background and need, committee views, cost estimate, regulatory impact statement, section-by-section analysis, additional views, and changes in existing laws. The purpose of S. 543 is to provide improved job training and education services to those economically disadvantaged individuals most in need of assistance. The bill revises both the adult and youth allocation formulas to target funds to areas with high concentrations of economically disadvantaged individuals. It targets services to those persons facing serious and multiple barriers to employment. It increases the emphasis on educational and workplace competencies and long-term retention. It stresses more intensive, comprehensive and coordinated services and mandates that both basic and occupational skills services be made available to all program participants who need them. (CML)

ED 321 095 CE 055 245

Palmer, Pamla; And Others
Armed Services Vocational Aptitude Battery (ASVAB): Alternate Forms Reliability (Forms 8, 9, 10, and 11). Technical Paper for Period

monologues, two-character plays, free associative plays, team writing, and a sound effects writing exercise. (CML)

ED 321 108 CE 055 306

Dick, Mae, Ed.
Special Issue on Staff Development. Information Update.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Mayor's Office of Educational Services, NY.; New York State Education Dept., Albany.
PUB DATE- Mar 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Programs; Clearinghouses; Demonstrations (Educational); *English (Second Language); *Inservice Teacher Education; *Literacy Education; *Professional Development; *Staff Development; Teacher Improvement
IDENTIFIERS- *New York (New York)

This special issue of a quarterly newsletter describes a number of approaches to staff development in adult basic education and English-as-a-Second-Language programs being practiced in New York City. It includes an editorial about the necessity of making the resource commitment to provide full-time jobs and decent health coverage for staff. "Collaborative Work Groups: A Strategy for Staff and Program Development" (Griswold) describes staff development experiences in three literacy programs in New York City and identifies essential elements. "Staff Development at the Riverside Adult Learning Center: An Interview with Phyllis Berman and Leslie Robbins" (Pleune) presents an integrated and comprehensive staff development model used in a program that has full- and part-time staff and operates at several sites. In "Reflections on the Literacy Assistance Center's ESOL Institute Follow-Up" (Freeman), an English for speakers of other languages (ESOL) institute and the follow-up plan for participants are described. "Professionalization of the Adult Literacy Work Force: A Practitioner's Review & Comments" (Brown) examines the Southport Institute for Policy Analysis report on professionalization and argues for all practitioners to support the infrastructure and resources necessary for the creation of an adult literacy

ED 321 122 CE 055 333

Subject Bibliography of Supplementary Adult Literacy Materials Purchased through LSCA Title VI Funds.
Mississippi Library Commission, Jackson.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 88
NOTE- 43p.; For a related document, see CE 055 332.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; English (Second Language); *High Interest Low Vocabulary Books; Independent Reading; *Literacy Education; *Reading Achievement; Reading Material Selection; Reading Skills; Recreational Reading; *Supplementary Reading Materials
IDENTIFIERS- *Mississippi

This annotated bibliography of supplementary materials for adult literacy students in Mississippi arranges the annotations in the following categories: automobiles; biography; communication skills; consumer information; coping skills; English as a second language; fiction; health, nutrition, and safety; history and government; insurance; job skills; money management; readers; religion; and tutor. Within each category the entries are arranged alphabetically by author's last name. Complete bibliographic information, prices, a brief description of the contents, and the reading level as furnished by the publisher are provided. The last page contains the names, addresses, and phone numbers of publishers and distributors. (CML)

ED 321 123 CE 055 335

Burnaby, Barbara
Literacy Research Centre(s) in Canada: Options.
PUB DATE- Jul 89
NOTE- 26p.
LANGUAGE- English

ED 321 139 CE 055 370

Measuring and Evaluating Student Progress. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.

PUB DATE- 87
NOTE- 25p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Educational Testing; Grades (Scholastic); *Grading; Individualized Education Programs; Informal Assessment; *Measures (Individuals); Report Cards; Secondary Education; *Special Needs Students; *Student Evaluation; Student Improvement
IDENTIFIERS- Individualized Vocational Education Programs; *Missouri

This document uses a question-and-answer format to explain different approaches and techniques for measuring and evaluating the progress of Missouri special needs students. Following an overview and six-word glossary, the topics covered include the purposes of evaluation; the role of the IEP (Individualized Education Plan) or IVEP (Individualized Vocational Education Plan) in measuring student progress; the factors that educators should consider as they measure student progress; the best way to measure and evaluate special needs students; techniques for measuring student progress; competency profiles and their use; alternate methods of evaluation; how educators can prepare students for evaluation; how teachers can communicate the results of evaluation to students, parents, and employers; the advantages and disadvantages of different types of grading systems; and resources on grading. In addition, the document contains examples of a process checklist, performance checklist, checklist on general work habits, affective evaluation rating scale, and affective performance objective format. (CML)

sensitive to the cultural influences among their employees. Cross-cultural training is also crucial to success in international markets, as U.S. companies compete in a global market and form joint ventures that require the transfer of employees across continents. (18 annotated resources) (CML)

ED 321 154 CE 055 825

Imel, Susan
Environmental Adult Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; *Conservation (Environment); Continuing Education; *Ecology; *Environment; *Environmental Education; International Cooperation; Science and Society; *Teacher Role; Teaching Methods

Environmentalism has become a part of the culture, and environmentalists now constitute a major social movement. The solutions to many current environmental problems require a local or national response, but solutions to other problems will require a global response. Major United Nations reports have recognized that solving global environmental problems will occur only through long-term strategies for achieving sustainable development. Education is one such long-term strategy, and adult educators possess much knowledge about adult learning and program planning and development that can be beneficial to environmentalists. However, the role adult educators should play in the environmental movement is not yet clear. Because adult educators are more accustomed to meeting the needs of individuals rather than groups, they may have to adjust some of their strategies to work with existing environmmental groups. Adult educators will need to approach environmental groups as partners who want to support rather than supplant their educational activities. They also will client and the school counselor with a positive experience. (NB)

ED 321 167 CG 022 575

The Challenge of Academic Achievement in Early Adolescence.
American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 43p.; In: Gerler, Edwin R., Jr., and others. "The Challenge of Counseling in Middle Schools," 1990; see CG 022 569.
CONTRACT- RI88062011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adolescents; Intermediate Grades; Junior High Schools; *Middle Schools; *School Counseling; *School Counselors

This sixth chapter in "The Challenge of Counseling in Middle Schools" presents four articles on academic achievement in early adolescence. "Succeeding in Middle School: A Multimodal Approach," by Edwin Gerler, Jr., Nancy Shannon Drew, and Phyllis Mohr, describes a study conducted to examine the effects of the multimodal program, "Succeeding in School," with potential dropouts in grades six through eight. "Effects of a Classroom Guidance Unit on Sixth Graders' Examination Performance," by Natalie Wilson, presents a study designed to examine whether students who participated in a classroom guidance unit would make significantly higher grades on their final examinations than would students in a control group and to determine whether students participating in the unit fail significantly fewer examinations than control group students. "Transforming Low Achieving and Disruptive Adolescents into Model Students," by Thelma Blumberg, addresses the problem of discipline in middle schools and discusses the use of Daily Progress Reports to deal with problem students. "Conflict Resolution and Interpersonal Skill Building Through the Use of Cooperative Learning," by Amalya Nattiv, Gary Render, David Lemire, and Kristin Render, looks at the need for integration skills and conflict resolution development and discusses how cooperative

Building Skills for Tomorrow. A Developmental Guidance Model.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 88
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Child Development; Curriculum Design; *Developmental Programs; Developmental Stages; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; Individual Development; *Models; *Program Design; Program Development; *School Guidance
IDENTIFIERS- *Oklahoma

This document describes a model for a developmentally based K-12 school guidance program which parallels the identifiable developmental stages children go through as they mature, and systematically addresses the learning, personal/social, and career needs that students have at various developmental stages. Lists of competencies are provided in each of the three areas for elementary school, middle/junior high, and high school. The second section discusses the organization of resources, including the supportive, participative, and interdependent roles played by the school board member, superintendent, principal, director of curriculum, director of guidance, pupil services staff, vocational educators, teachers, business and industry representatives, parents, and community service agencies. The next three sections list suggested strategies and activities for these various school constituencies to address the appropriate age level competencies for elementary school, middle/junior high, and high school respectively. A systematic, step-by-step approach follows for planning and implementation of the guidance program. Appended are the following materials: (1) Oklahoma certification requirements for school counselors; (2) American School Counselor Association (ASCA) ethical standards for counselors; (3) ASCA position statement on programs; (4) ASCA position statement on developmental guidance; (5) role of the school counselor; (6) public relations; (7) counselor assessment of the guidance program; (8) sample needs assessments; (9) sample counselor evaluation; (10) program planning format; and (11) supplemental materials. (TE)

ED 321 182 CG 022 623

ED 321 196 CG 022 640

Cecil, Jean H.; And Others
School Counseling: Strategies for Enhancement.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- Jul 89
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Counselor Training; Elementary Secondary Education; *Program Improvement; *School Counseling; *Workshops

This monograph describes a series of collaborative workshops and how they were developed by the Association for Counselor Education and Supervision (ACES) and the American School Counselor Association (ASCA) to enhance the school counseling profession, especially in the areas of recruitment and curricula. It begins with a brief introduction and background material and with a description of the proposal for the workshops. Three workshops are described. A description of Workshop I, "Recruitment of School Counselors," contains a section on preliminary planning and summarizes these areas: identification of persons to recruit, funding, entry into the profession, priorities, and specific recommendations for action. A description of Workshop II, "School Counselor Preparation," contains a section on preliminary planning and summarizes activities of four workshop groups on: (1) basic issues in counselor preparation programs; (2) special and/or neglected areas in counselor preparation; (3) continuing professional development needs; and (4) certification and qualifications. Workshop III, "Second Workshop on School Counselor Preparation," is described and the areas of role and function, curriculum, certification, and research are addressed. The final part of the monograph examines workshop outcomes and contains recommendations for school counselor recruitment and preparation. Correspondence and other relevant materials are appended. (NB)

ED 321 210 CG 022 659

Swanson, Lesley Anne; Williams-Robertson, Lydia
School-Community Guidance Center: An Alternative Education Program for High-Risk Students, 1989-90, Publication No. 89-28.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Aug 90
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Attendance; Delinquency; *Guidance Centers; *High Risk Students; High Schools; *High School Students; Middle Schools; *Nontraditional Education; Program Effectiveness; *School Community Relationship
IDENTIFIERS- Middle School Students

The School-Community Guidance Center (SCGC) of the Austin Independent School District employed three project specialists to work with at-risk and delinquent middle and high school students in 1989-90. Project specialists worked at two locations: the Alternative Learning Center (ALC) located at the Ridgeview Campus and the Travis County Juvenile Detention Center located at Gardner-Betts House (GBH). SCGC was designed to help these at-risk students improve in the areas of school attendance, academic achievement, behavior, and frequency of contacts with the court system. An evaluation of the program determined that: (1) enrollment at GBH (N=715) increased by 27 percent in 1989-90 with a student-teacher ratio of 15:1; (2) recidivism had increased; (3) follow-up data suggest that attending ALC had no effect on academic performance; (4) insubordination, truancy, fighting, and obscene language were the most common referral categories; (5) a new practice resulted in the transfer of 151 overage middle school students to the ALC; (6) while few students wanted to remain at the ALC another semester, more than one-half were more confident about staying in school and most believed that their behavior had improved; and (7) few of the school district's employees had a positive view of the ALC. (Program statistics are included in graphs, figures, and tables. The student agreement form, attendance contract, goal setting form, and list of community agencies utilized by the SCGC are attached.) (ABL)

ED 321 224 CG 022 720

Myers, Jane E.
Empowerment for Later Life.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-56109-029-8
PUB DATE- 90
NOTE- 135p.
GRANT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Chronological Age; *Individual Power; *Locus of Control; *Older Adults; *Self Efficacy; Self Esteem
IDENTIFIERS- *Empowerment

This monograph purports that American society limits the behavior of older individuals based on the arbitrary criterion of chronological age and proposes the concept of empowerment--gaining a sense of personal power or control over over's life--as the antidote for older persons who face devalued status as they age and the for the accompanying drop in self-esteem and self-worth. The concept of empowerment is explored in detail, developmental issues, the key to understanding the aging process are reviewed, and empowerment strategies are discussed through a holistic wellness model. Chapter 1 looks at aging and the need for empowerment, considering: demographic changes, gender and aging, health and disability, and the social context of aging. Chapter 2 examines self-efficacy and empowerment and presents models of helping and empowerment, while chapter 3 focuses on developmental and transition theories for later life. Chapter 4 concentrates on reactions to late life stress, looking at mental health and aging, the social breakdown syndrome, and psychological components of social breakdown. Chapter 5 suggests strategies for reversing the breakdown syndrome by presenting the social reconstruction model and discussing societal, psychological, and other aspects of reconstruction. Overcoming learned helplessness and perceived lack of control and coping with depression and discouragement are also addressed. Stages of the empowerment process are outlined. The final chapter considers empowerment through developmental approaches, with an emphasis on wellness. (NB)

ED 321 238 CS 010 154

Casteel, Mark A.
The Effects of Textual Support and Reading Goal on the Loci of Children's Inferential Generation.
PUB DATE- 89
NOTE- 46p.; Based on a Ph.D. Dissertation, University of Nebraska. A preliminary version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Indianapolis, IN, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Analysis of Variance; Elementary Education; Grade 3; Grade 5; Grade 8; *Inferences; Prose; *Reading Comprehension; *Reading Processes; Reading Rate; Reading Research; Reading Skills
IDENTIFIERS- Text Factors

A study examined how both children and adults process inferences when reading prose. Subjects, 24 third-, fifth-, and eighth-graders, and adults, read stories where a consequence was implied, and then answered questions. The stories differed in the degree to which the inference was necessary for comprehension, and the readers engaged in either superficial or more integrative reading. Results supported the hypothesis that inferences necessary for comprehension would be generated during encoding while more elaborative inferences would not be drawn until test time. Even the youngest children successfully drew the inferences. While reading times and question-answering latencies decreased with each higher grade level, the pattern of results was identical for all age groups. In addition, the integrative reading condition prompted slower reading and question-answering times for the two younger groups, while the reverse held true for the two older groups. The pattern suggests that integrative reading taxes young readers' attentional resources or working memory capacity, with performance mimicking results often seen with elderly adults. (One figure and four tables of data are included. Thirty-one references are attached.) (Author/MG)

ED 321 239 CS 010 156

ED 321 252 CS 211 637

Fleck, Richard F.
The Impact of Native American Cultures on the Writings of Willa Cather, Frank Waters, and Margaret Craven.
PUB DATE- Dec 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Historical Association (Cincinnati, OH, December 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Culture; *American Indians; *Cultural Interrelationships; *Fiction; Literary Criticism; Twentieth Century Literature; *United States Literature
IDENTIFIERS- Cather (Willa S); Craven (Margaret); Native Americans; Waters (Frank)

This paper discusses the positive impact of American Indian cultures on three twentieth-century non-Indian authors (Willa Cather, Frank Waters, and Margaret Craven), as portrayed through their Indianized protagonists. First, the influence of American Indian culture on the protagonists of two novels by Willa Cather, "The Professor's House" and "Death Comes for the Archbishop," is examined. Then a discussion of the physical and psychic transformation of the white European psyche as portrayed in Frank Waters' "The Man Who Killed the Deer" follows. Finally, the paper relates the short story "I Heard the Owl Call My Name" by Margaret Craven to Craven's experiences with the Kwakiutl tribe of the British Columbian coast, showing the positive impact of native cultures on the non-Indian mind. (Thirteen endnotes are attached.) (SR)

ED 321 253 CS 212 174

Eveslage, Thomas
The Supreme Court on "Hazelwood": A Reversal on Regulation of Student Expression. ERIC Digest No. 8.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington,

ED 321 266 CS 212 416

Connelly, Mark

The Teacher's Role in Responding to Student Writing.

PUB DATE- Jul 90
NOTE- 16p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Feedback; High Schools; Teacher Influence; *Teacher Role; Teaching Methods; Writing Assignments; Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Skills; *Writing Teachers
IDENTIFIERS- Author Text Relationship; Writing Development

The duty of conscientious writing teachers is to evaluate the kinds of feedback they are providing students, and to determine if it helps students to present ideas meaningful to them effectively in written discourse. Almost universally, the traditional way of providing feedback on student writing is by the red pencil method, which has made the teacher's role in a student's writing process basically one of an editor. To successfully motivate students to write, the teacher must provide an atmosphere which allows students to gain personal satisfaction from their writing. Less traditional theorists in the field of composition suggest that the teacher must transfer the power of evaluating writing to the student. Writing teachers must become listeners to the intents of student writers. The challenge writing teachers face is to provide suggestions which motivate the students to revise. Revision should be seen by the students as the repeated process of beginning again and thinking about fresh approaches and ideas which can enhance the intended message. The writer must always maintain strict authority over the content of his or her text, and all feedback should encourage student writers to self-evaluate, make their own decisions, and take control of their paper. (A 10-item annotated bibliography is attached.) (MG)

of a writer's efforts at achieving distance, perspective, and frame of vision. (An appendix contains student writing assignments for "Finding a Voice.") (KEH)

ED 321 280 CS 212 437

State Content Standards for English Language Arts. Volume I: Instructional Activities for Effective Teaching, Grades 1-3.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Sep 89
NOTE- 140p.; For Volumes II, III, and IV, see CS 212 438-440.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Grade 1; Grade 2; Grade 3; Language Arts; *Learning Activities; *Listening Skills; *Literature Appreciation; Primary Education; *Speech Communication; State Curriculum Guides; State Standards; *Study Skills; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Delaware

This book of instructional activities for grades one through three contains Delaware's State Content Standards for English Language Arts. The standards were developed in 1985 by a committee of teachers representing all grade levels. Used as a basis for curriculum planning in school districts throughout Delaware, the standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning. While the guide was compiled to suggest ways for teachers to focus their instruction in the classroom, it may bring to mind other ways of presenting instruction based upon the objectives and expectancies which are included in the publication. The guide is divided into sections (or "strands") containing instructional activities on the subjects of: (1) listening; (2) speaking; (3) writing; (4) literature; and (5) study skills. Each section presents general objectives, specific objectives, and suggested procedures. (SG)

Arizona Literature Essential Skills.
Arizona State Dept. of Education, Phoenix.
PUB DATE- May 90
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Environment; *Curriculum Design; Curriculum Development; Elementary Secondary Education; *Literature Appreciation; Public Schools; Skill Development
IDENTIFIERS- *Arizona

This document is intended to provide Arizona schools with a framework for literature curriculum design, and to support the good teaching already taking place. The document is in ten sections: (1) Philosophy; (2) Goals of a Literature Program; (3) What's Essential: Elements of a Literature Program; (4) Teaching Literature; (5) Effective Literature-Based Classrooms: What to Look For; (6) School Library Media Programs; (7) Implementing Literature Programs in Arizona Schools; (8) Assessment Alternatives; (9) Self-Assessment for Those Supporting Literacy; and (10) a bibliography, containing 60 briefly annotated items. (SR)

ED 321 297 CS 212 460

English 16: Program of Studies/Curriculum Guide. Integrated Occupational Program. Senior High School Language Arts: Curriculum.
Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-7732-0270-6
PUB DATE- 90
NOTE- 81p.; Contains some highlighted (colored) material which will appear shaded when reproduced. For teacher resource manual, see CS 212 461.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Guides; *English Curriculum; *English Instruction; Foreign Countries; Grade 10; High Schools; *Language Arts; Program Descriptions; Special Education; *Special Programs; Student Needs

common law, from which early American law borrowed heavily. The Court's 1964 declaration that the Alien and Sedition Acts were unconstitutional should have been based upon an analysis of the social functions of speech, not a misreading of history. (One hundred thirty-two notes are included.) (SG)

ED 321 311 CS 507 198

Funkhouser, Edward
An Analysis of the Thematic Content of Televised Beer Commercials.
PUB DATE- 8 Nov 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Athletics; *Content Analysis; *Drinking; Mass Media Effects; *Mass Media Use; Media Research; Peer Relationship; Sex Stereotypes; Statistical Analysis; *Television Commercials
IDENTIFIERS- *Beer; *Television Criticism

After summarizing the widespread occurrence and male orientation of television beer advertising, this paper describes a study of the thematic content of beer commercials. Two-hundred and six beer advertisements which appeared on WTBS, the USA Network, and ESPN between September 1983 and September 1985 were studied. Event-specific ads and those in which a creative concept was not present in at least three of the commercials were deleted from the study, leaving 145 commercials. The remaining ads were coded according to a set of 26 categories adapted from earlier studies of magazine and television advertising. Results indicated that camaraderie, relaxation/change of state, and humor were the most common themes in the commercials, as an earlier study had concluded. Most of the commercials were really about people, rather than beer--people with whom the viewer could identify, good friends to laugh with, and fantasy characters who achieved goals which the viewer could never obtain. In the commercials, beer was the American way, the way to bring out the best in a person, and the golden brew to serve when getting together with friends. (One table of data is included; a list of commercials selected for study and an explanation of the coding categories are appended. (SG) modeling cues such as anticipated rewards, attractive models, and similarity. This understanding of social influence and modeling on billboards should provide health professionals with information to counter the strategies of tobacco and alcohol advertisers. (One figure and 4 tables of data are included, and 56 references are attached.) (Author/SR)

ED 321 324 CS 507 220

O'Mara, Joan

Reach Out and Touch Someone: Tactile Communication in Selected Puerto Rican Novels.

PUB DATE- Apr 90

NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Characterization; Communication Research; *Latin American Literature; Literary Styles; *Nonverbal Communication; *Novels; *Puerto Rican Culture; *Tactile Stimuli

IDENTIFIERS- Communication Behavior; Puerto Rico; *Touching

The importance and varieties of human touch have been the subject of much research. Touching varies from culture to culture and is a way of talking in most Latin American countries. Three Puerto Rican novels provide examples of this nonverbal communicative style: "Mambru se fue a la guerra," by Jose Luis Gonzalez; "La vispera del hombre," by Rene Marques; and "Usmail," by Pedro Juan Soto. These novels contain many references to nonverbal communication, particularly touch. In varying degrees, the books offer examples of R. Heslin's categories of touching behavior: (1) functional-professional; (2)social-polite; (3) friendship-warmth; (4) love-intimacy; and (5) sexual arousal. The evolution of some of the characters' relationships also reflect tactile courtship behaviors described by researchers in haptics, the communicative aspect of touching. (Thirty-one references are attached.) (SG)

ED 321 338 EA 020 840

Razik, Taher A.
The Case of Oman: Preparatory Level. Evaluation of Curriculum.
Ministry of Education and Youth (Oman).
PUB DATE- 88
NOTE- 1,166p.; For primary level, see EA 020 838.
LANGUAGE- English
EDRS Price - MF09/PC47 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Analysis of Variance; Curriculum Development; *Curriculum Evaluation; Foreign Countries; *Instructional Effectiveness; *Instructional Material Evaluation; Junior High Schools; Program Evaluation; Program Validation; *Relevance (Education); Tables (Data)
IDENTIFIERS- *Oman

This report assesses the preparatory school curriculum in the Sultanate of Oman. This 3-year post-primary program is comparatively new in the infrastructure. General education is stressed and some practical studies are included. The evaluation examined the degree of congruence between the designers' intentions (as expressed in learning objectives and recommendations for implementation) and the conceptions of administrators in the country's nine school districts and ministry or education. The evaluation instrument addresses learning objectives, classroom activities, assessment, staff, facilities and equipment, textbooks, teachers' manuals, and curriculum content. Five conceptual factors were taken from the opinion survey and used as independent variables, and eight demographic variables were employed. One-way analysis of variance tests were done, and the signficances were tested by the Scheffe pairwise comparison test to identify the significantly different subgroups. The responses of teachers and administrators reflected more conformity and uniformity than those of the supervisors who showed more variability due to their age, experience, and social and educational backgrounds. The report is presented in two sections. Part I, the evaluation, contains six chapters, a list of recommendations, and four pages of references. Part II comprises two appendixes: Appendix A contains the questionnaires used in the study; Appendix B consists of tables of frequency and of percentages for teachers, supervisors, and administrators. (JAM)

ED 321 353 EA 021 956

Roney, Robert K.; And Others
Time Use by Teachers and School Administrators
PUB DATE- Apr 90
NOTE- 127p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Participant Observation; Principals; *Scheduling; Special Education Teachers; Supervisors; Task Analysis; Teacher Behavior; *Time Management; *Time on Task
IDENTIFIERS- *Georgia; *Tennessee

The ways in which teachers and administrators manage their time is the focus of this four-part study, which includes: (1) an introductory overview of a 1984 study of K-12 teachers' use of time; (2) a study of special education teachers' use of time in two counties in Georgia; (3) a study of successful elementary principals' time budgeting; and (4) a study of Tennessee supervisors' daily time management. The latter three studies are based on an observation system developed for the first phase of the research. Although the task categories used in each study changed, the methodology based on field observation and application of the research instrument did not. Each study includes one or more of the following: an extensive bibliography; a summary of the findings; and a copy of the observation instrument. (LMI)

ED 321 354 EA 021 959

Dunn, S. S.
Public Accountability in Australian Education: A Discussion Paper. Occasional Paper No. 11.
Australian Coll. of Education, Curtin.
REPORT NO.- ISBN-0-909587-53-1

ED 321 368 EA 021 992

Bowers, Bruce C.
State Efforts To Deregulate Education. ERIC Digest Series Number EA 51.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; *Educational Improvement; Elementary Secondary Education; Public Schools; *School District Autonomy; School Districts; *School Effectiveness; *School Restructuring; State Legislation; *State School District Relationship
IDENTIFIERS- *Deregulation; ERIC Digests

More than 20 states have adopted some form of regulation-relief legislation for their public schools. Two major issues confront the movement to deregulate the schools. The first is that there have been surprisingly few takers of regulation waivers; and second, whether, even if current deregulation efforts are successful, the end result is really the sought-after improved educational outcome. It appears that a major stumbling block to the practical implementation of state-level deregulation legislation is the dearth of suggested alternatives to the existing educational system. However, this may change as innovations become more widely available and establish credibility. (9 references) (MLF)

ED 321 369 EA 021 993

Graczyk, Sandra L.
The Effect of the Computer Revolution on Educational Delivery Systems.
PUB DATE- Jan 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption (Ideas); Communications; Computer Assisted Instruction; *Computers; *Computer Uses in Education; *Delivery Systems; Educational Technology; Elementary Secondary Education; Information Networks; Information Technology; Information Theory; Instructional Systems; *Microcomputers; Resistance to Change; Systems Analysis; Systems Approach

The reasons for schools' lack of leadership in using microcomputers for technological diffusion are explored in this article. General systems theory is used to examine the effects of the computer revolution on political, social, economic, and educational systems. Selected characteristics of schools and computers are offered as possible explanations for education's reactions to the computer revolution. Two future scenarios are discussed. resistance to change, which results in increased irrelevance of educational institutions to the external environment and their eventual decline; or adaptation, which is accomplished by rational planning for computer system selection and implementation. An extended bibliography is included. (LMI)

ED 321 385 EA 022 033

Hess, Fritz
A Study of the Impact of Educational Reform Movements.
PUB DATE- Nov 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Role; *Educational Change; Educational Environment; *Educational Innovation; Educational Policy; Elementary Secondary Education; Program Effectiveness; Program Evaluation; *School Restructuring

Patternmaker. Apprenticeship Training Standards.
Ontario Ministry of Skills Development, Toronto.
REPORT NO.- ISBN-0-7729-3697-8
PUB DATE- Jan 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Apprenticeships; Equipment Utilization; Foreign Countries; *Job Skills; *Metal Working; *Patternmaking; Postsecondary Education; Safety; Skill Development; *Trade and Industrial Education
IDENTIFIERS- DACUM Process; Ontario

This training document outlines the apprenticeship training standards for the trade of patternmaker that have been approved by the Ontario Ministry of Skills Development. The document consists of the following: (1) skills (competencies) identified by a trade analysis development group of practicing patternmakers; (2) general performance objectives that summarize the related skills of a trade cluster in behavioral terms and that state the conditions and required performance criteria; and (3) specific performance objectives that describe the individual trade skills and that state detailed conditions and required performance criteria. Standards are provided for training units on the following: protecting oneself and others; planning and organizing the production of models, patterns, and coreboxes; creating master patterns, coreboxes, and coresticks; creating master models; producing plastic molds from a master pattern or model, working plastic foundry patterns from a master mold, master coreboxes from a corestick, a working integrally cast match plat or cope and drag set, a working split-mounted foundry pattern, and a fully machined metal corebox; and checking designs and using construction fixtures and gauges. A Developing a Curriculum (DACUM) competency chart is appended. (MN)

ED 321 005 CE 051 792

Analysis of New York City's Adult Literacy Data: 1985-1986. Final Report.
Literacy Assistance Center, New York, NY.; Metis Associates, Inc., New York, N.Y.
SPONS. AGENCY- New York City Office of the Mayor, N.Y.

organized into two parts: a preparation page and a sequential guide for presenting the materials. The learner's packet includes, for each unit, an introduction, self-assessment instrument, worksheets, case studies, and TIP (Theory in Practice) sheets--one- or two-page how-tos. The last section lists instructional aids--a videotape, slides, and a game package--and provides masters for producing overhead transparencies. (YLB)

ED 321 017   CE 052 300

House, Verne W.; Young, Ardis Armstrong
Working with Our Publics. In-Service Education for Cooperative Extension. Module 6. Education for Public Decisions.
North Carolina State Agricultural Extension Service, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 88
NOTE- 313p.; For related modules, see CE 052 295-301.
AVAILABLE FROM- Dept. of Adult and Community College Education, North Carolina State University, Campus Box 7607, Raleigh, NC 27695-7607.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Citizen Participation; Citizenship Education; Educational Planning; *Extension Agents; *Extension Education; *Inservice Education; Instructional Materials; Learning Modules; Program Development; *Public Affairs Education; *Public Policy; Teaching Guides; Workshops
IDENTIFIERS- *Cooperative Extension Service

This module is the sixth in an inservice education series for extension professionals that consists of seven independent training modules. It provides inservice education in analyzing public problems, anticipating the consequences of extension's involvement in issues, and working effectively in areas of controversy. The following five units provide 18 hours of learning experience: introduction to public policy education; models of public policymaking; facts, myths, values, ethics, and advocacy; roles for public policy educators; and public policy education methods. The module consists of five major parts. The sourcebook includes a concise, readable synopsis of the content, objectives, a selected

Tanzania

Among the 59 papers are: "Comparisons in Performance of Adults and High School Seniors on the 1988 Tests of General Educational Development (GED)" (Baldwin, Whitney); "Research Writing" (Baskett, Garrison); "Popular Education in Latin America" (Beder); "Framework for the Study of Ethical Issues in Adult Education" (Brockett, Kasworm); "Cognition in Adulthood" (Caffarella, Loehr, Hosick); "Framework for Effective Practice in Adult Education" (Cervero); "Women's Leadership Style" (Cheng); "Some Critical Thinking about Critical Theory and Its Relevance for Adult Education Practice" (Collins, Plumb); "Using Individual Differences to Design a Typology of Learning Styles" (Conti, Fellenz); "Evaluation of Extension Noncredit Short Courses Using a Follow-Up Assignment Technique (Cooper, Shearon); "Structural Dimensions of British Attitudes toward Adult Education" (Darkenwald); "Adult Education and Autobiography" (Dawson); "Mythological Motifs of Differentiation and Individuation in an Adult Learning Group" (Dirkx); "Subject of Modern Adult Education" (Finger); "Eduard Lindeman, the Social Gospel, and Adult Education" (Fisher); "Collaborative Teaching-Learning Mode: Health Education Professors and Adult Learning Principles (Freeland); "Identifying Determinants of Commitment to Teaching and Turnover Behavior" (Grady); "Collaborative Mode, Instructor Characteristics, and Student Retention" (Graham); "Antonio Gramsci's Concept of Organic Intellectualism and the Politics of Adult Education" (Hommen); "Adult Education for Social Transformation" (Law); "Examining New Paradigms for Workplace Learning" (Marsick); "Study of the Effect of Parents' Participation in Adult Education Program on Their Children's Completion of High School" (Mason, Williams); "Assessing the Relevance of Selected Learning Objectives to Adult Education Practice in Tanzania" (Mgulambwa); "Typology of Educator-Learner Relationships in Open Learning Programs" (Munro); "Study of Age, Gender, and Undergraduate Major as Predictors of Success in Adult Second Language Learning" (Nolan); "Adult Education and Works of the Imagination" (Pittman, Ohliger); "Culture and Learning" (Pratt); "Social Policy and Adult Education" (Quigley); "Research and Practice Trends in Education and Aging" (Rogers, Brockett); "Adult Basic Educators' Perceptions of Learning Disabilities" (Ross, Smith); "Women Speak about Their Learning Experiences in Higher Education" (Saul); "The Measurement of Cognitive Ability in Adult Basic Education" (Valentine, Ehringhaus); "Literacy Students' Perceptions of Successful Participation in Adult Education" (Van Tilburg, DuBois); "Self-Directed Career Development Has Professional and Personal Potential" (Zeph); and "Low-Readers' Perceptions of Education" (Ziegahn). (CML)

ED 321 043 CE 055 140

Arrien, Juan B.
Nicaragua: Mobilizing the Local Community for Literacy and Post-Literacy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 16p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Community Action; Cultural Context; Developing Nations; *Economic Development; Educational Needs; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Literacy Education; *Outcomes of Education; Program Development; Program Effectiveness; *Program Implementation
IDENTIFIERS- International Literacy Year 1990; *Nicaragua
In 1987, the department of Rio San Juan was declared the first "illiteracy-free territory" in Nicaragua, since it had reduced its rate of illiteracy from 96 percent in 1979 to 3.7 percent. This regional literacy crusade was made possible by the facts that the necessary facilities had been provided; a network of consultative committees established; really active and functioning technical teams had been formed in each zone; and the regional adult education teams had also been involved. The crusade also benefited from the participation of local organizations and from attention from the government. Main factors that contributed to the project's success included the following: (1) the literacy drive was conducted in the context of a broader socioeconomic transformation; (2) the community was mobilized; and (3) the teachers served as catalysts. As a result of this effort, Rio San Juan has gone from being a backward geographical area to being an area of development with a future of its own. (KC)

will be composed of educational and developmental institutions selected on the basis of their innovative capabilities. (CML)

ED 321 056 CE 055 153

de Clerck, Marcel
The Operational Seminar: A Training Method To Foster Development. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 16p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Action Research; Adult Education; Change Agents; Community Action; *Community Development; Community Education; Community Programs; Community Surveys; Developing Nations; Economic Development; Foreign Countries; Literacy Education; Participatory Research; Quality of Life; *Seminars; *Staff Development; *Technical Assistance; *Theory Practice Relationship
IDENTIFIERS- International Literacy Year 1990

An operational seminar is an in-the-field demonstration for those involved in the process of change that all community development projects require. It does not require previous theoretical exposure of any kind. On the basis of the analysis of a specific milieu, the seminar participants put together a program of activities, choosing appropriate methods, techniques, and educational procedures. The exposure and experience acquired in the field during the 3 weeks of the seminar enable the participants to define the basic principles that underlie educational and training activities for development and determine how to apply them. The phases of the methodological approach include: (1) a survey of the milieu, including identification of problems at the development project level, determination of learner profiles, and determination of educational levels; (2) planning the educational and training program, including the choice of themes for the educational action, elaboration of the action program, and preparation of instructors; and (3) experimentation with and evaluation of the education and training program. The operational seminar is designed for high- or intermediate-level development organization officials. All

takes up to 6 years to complete. Press coverage and help from the Labourer's Union helped him get the apprenticeship for which he had first been turned down. He finished the apprenticeship with excellent marks, passed all the trade certificate exams, and was awarded a scholarship for being the most outstanding horticulture apprentice in New Zealand. Michael has written a book, called "Michael's Challenge: Overcoming Illiteracy," about what it is like to be unable to read and write or communicate with people by speech. His book won honorable mention in the Noma literacy prize contest in 1988. (CML)

ED 321 069 CE 055 166

Padden, Carol A.
Deaf Children and Literacy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Basic Skills; Children; Communication Skills; *Deafness; Elementary Secondary Education; Finger Spelling; Foreign Countries; *Hearing (Physiology); *Literacy Education; Parent Child Relationship; *Reading Ability; Reading Instruction; Sign Language; *Special Needs Students; Success; Writing Instruction
IDENTIFIERS- International Literacy Year 1990

Deaf children come from all races, classes, and backgrounds, but as a group they have a hard time learning to read and write. The more hearing a child has, the better the child performs on tests of reading ability. Parents who can communicate well with their deaf children help them to perform well at school, but beyond "good" communication, there are few specifics. Only about 10 percent of all deaf children have parents who are deaf. Research shows that, on average, the deaf children of deaf parents have better reading abilities than deaf children of hearing parents. Deaf children from middle-class, educated deaf families consistently perform well in reading and writing. For some deaf children, mainstreaming has been a disaster because they are isolated from other deaf children and adults, and their special needs cannot be addressed in classrooms currently approved work-experience programs; (4) colleges and universities continue an active role in teaching the principles of work experience component of the Education for Employment standard to education students; (5) the state education department set the parameters for the intent and use of the handbook; and (6) the state education department conduct follow-up research on the impact of school-supervised work experience on students. The remaining 255 pages of the document consist of support materials, including correspondence, workshop materials, survey instruments, respondent data, graphic displays of data, and resource material received from other states. (CML)

ED 321 082 CE 055 197

Nelson, Orville
Trends and Forecasting Workshop for VTAE Managers (Menomonie, Wisconsin, April 26-28, 1989). Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 89
NOTE- 74p.; For related documents, see CE 055 192-194 and CE 055 196-199.
GRANT- 30-110-150-239
AVAILABLE FROM- Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Databases; Economic Factors; Educational Administration; Educational Trends; *Enrollment Trends; Futures (of Society); Labor Force Development; Labor Needs; Labor Supply; *Long Range Planning; *Management Development; Postsecondary Education; *Prediction; School Statistics; Secondary Education; Social Indicators; Student Recruitment; Technology; *Trend Analysis; Vocational Education
IDENTIFIERS- *Wisconsin

This document reports on a 2.5 day workshop that trained 23 middle managers from Wisconsin school districts in developing and using information on trends relevant to vocational, technical, and adult

October 1980-April 1985.
Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TP-87-48
PUB DATE- Mar 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Career Counseling; *Career Planning; Employment Qualifications; *Military Personnel; *Military Training; *Occupational Tests; Statistical Analysis; *Test Reliability; *Vocational Aptitude; Vocational Evaluation
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

A study investigated the alternate forms reliability of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 8, 9, 10, and 11. Usable data were obtained from 62,938 armed services applicants who took the ASVAB in January and February 1983. Results showed that the parallel forms reliability coefficients between ASVAB Form 8a and the production tests (Forms 9a through 10b) on the subtests and composites ranged from .67 to .93. The subtest and composite reliability coefficients between Form 11a and the production tests ranged from .68 through .94. The subtest and composite reliability coefficients were quite consistent across test forms. Subgroup analyses indicated that reliability coefficients for subtests and composites were slightly higher for males than females and slightly higher for Whites than for Hispanics and Blacks. However, the subgroup reliability coefficients were still acceptably high. Subtest scores were never used alone, with only composites scores used for selection and classification decisions. (CML)

ED 321 096 CE 055 246

Training Strategies. Preparing Noncollege Youth for Employment in the U.S. and Foreign Countries. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-90-88
PUB DATE- May 90
NOTE- 69p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies: $2.00 each; 100 or more: 25% discount).
LANGUAGE- English

profession. "Demonstration Classes at the City University of New York" (Meyers) shows how ESOL demonstration classes provide an opportunity for observation of teaching techniques, use of materials, and classroom management. "Teacher to Teacher: A Video Training Series" lists 12 titles in a video training series and provides ordering information. "The LAC Clearinghouse: It's More Than Just a Bunch of Books" (Rabideau) describes the Literacy Assistance Center's clearinghouse activities. A staff development questionnaire and a description of the Literacy Preparation Task Force conclude the document. (CML)

ED 321 109 CE 055 307

NLS Annotated Bibliography 1968-1989. The National Longitudinal Surveys of Labor Market Experience.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- 89
NOTE- 521p.
CONTRACT- J-9-J-7-0090
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Attainment; *Employment Experience; *Employment Patterns; *Employment Statistics; Labor Economics; Labor Force; Labor Needs; Labor Supply; *National Surveys; *Research Projects; Retirement; Unemployment; Work Attitudes; *Youth Employment
IDENTIFIERS- *National Longitudinal Surveys

Part of an ongoing effort to maintain a record of research based on data from the National Longitudinal Surveys of Labor Market Experience (NLS), this document contains approximately 1,600 summaries of NLS-based journal articles, working papers, and dissertations that have been published over the past 20 years. It couples newly found research for this year with entries from both the NLS Annotated Bibliography (the initial bibliography published by Lexington Books in 1985) and the yearly updates that have been published by the Center for Human Resource Research at Ohio State University since 1986. Also included in this document are summaries of in-progress NLS research. This edition contains research conducted on the "new children" database. The bibliography is arranged alphabetically by primary author's last name. Each entry includes a bibliographic citation, an abstract, specification of

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Foreign Countries; Models; *Organizational Development; Organizational Objectives; *Research Administration; *Research and Development Centers; Success
IDENTIFIERS- *Canada; Nongovernmental Organizations

An exploratory study of appropriate models for an efficient and effective national research center on adult literacy in Canada used an informal survey of documents, a convenience sample of people who have some stake or experience in adult literacy and/or research administration, and information about some existing and proposed research institutions in Canada and the United States. The institutions were the Centre for the Study of Adult Literacy at Carleton University, Brock University, McLuhan Program in Culture and Technology, Literacy and Language Training Resource Centre, St. Francis Xavier University, Memorial University of Newfoundland, Institute for the Study of Adult Literacy and the Literacy Research Center at Penn State University, Center for Applied Linguistics, and the proposed U.S. National Center for Adult Literacy. The critical factors in a model are its definition of literacy, scope of work, stakeholders and their needs, researchers' specialties, who sets the research agenda, and what work other than research will be done. Possible models include centers within universities, governmental and nongovernmental organizations, and quasigovernmental bodies. Steps to creating an acceptable model are to conduct an inventory, needs assessment, and feasibility study. The study recommends 5-year funding of a provincial or federal nongovernmental organization with a director, board of trustees, and a permanent staff of two or three. An alternate recommendation is a combination center such as the Center for Applied Linguistics and a foundation. (CML)

ED 321 124 CE 055 338

Vocational Education and Training. Briefing Notes for Further Education. Administrative, Business & Commercial (ABC) Briefing Notes.
Further Education Unit, London (England).
PUB DATE- 90
NOTE- 32p.; Produced in cooperation with the Work-Related Further Education Development Fund.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

ED 321 140 CE 055 371

Overview of Vocational Education for Students with Special Needs. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 86
NOTE- 28p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Resources; *Educational Resources; Government School Relationship; Instructional Materials; *Professional Associations; School Business Relationship; Secondary Education; *Special Needs Students; *Vocational Education; *Voluntary Agencies
IDENTIFIERS- *Missouri

This module, intended for special needs personnel, includes an overview of vocational education for students with special needs; a glossary of 55 specialized terms associated with serving special vocational needs students; a listing of 14 national professional associations, including addresses, publications, and features; a listing of 8 Missouri organizations with addresses and features; a listing of community resources, including local business and industry, governmental agencies, community service organizations, civic clubs, and special resources such as private, nonprofit, and volunteer organizations; a listing of 48 acronyms related to vocational special needs; responses to 8 frequently asked questions; 11 references, and 12 sources of catalogs for curriculum materials. (CML)

ED 321 141 CE 055 372

Support for Special Needs Students in Missouri. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- Oct 89
NOTE- 14p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).

need to be aware of some issues affiliated with environmental education. Among those issues are that: (1) environmental education is by its very nature a political activity; (2) questioning the merits of global development raises the issue of balancing environmental needs against the needs of developing nations; and (3) because adult environmental learning is primarily a cognitive activity, perhaps adult educators should engage not in adult education but in promotion of adults who take action. (16 annotated resources) (CML)

ED 321 155 CE 056 067

Imel, Susan
Managing Your Professional Development: A Guide for Part-Time Teachers of Adults. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-90-98
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Adult Educators; Educational Planning; Guidelines; Inservice Teacher Education; *Part Time Faculty; *Professional Development
IDENTIFIERS- ERIC Digests

Professional development, a continuing process of activities that enhance professional growth, should be planned and managed by the individual. Although part-time adult educators may be able to consult with supervisors in planning professional development, more often they work in relative isolation and must take sole responsibility for their inservice needs. Development of a plan provides a framework for the discipline and commitment needed to achieve changes. One type of plan, the Personal Professional Development Model, has four phases: initiating, planning, managing, and evaluative. The success of a professional development plan requires identification of resources such as print and nonprint

learning encourages interactive skills. (NB)

ED 321 168 CG 022 576

The Challenge of Career Exploration in Early Adolescence.
American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 42p.; In: Gerler, Edwin R., Jr., and others. "The Challenge of Counseling in Middle Schools," 1990; see CG 022 569.
CONTRACT- RI88062011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Career Exploration; Intermediate Grades; Junior High Schools; *Middle Schools; *School Counseling; *School Counselors

This seventh chapter in "The Challenge of Counseling in Middle Schools" presents four articles on career exploration during the middle school years. "'What Can School Do for Me?': A Guidance Play," by Natalie Wilson, presents a fantasy in which a middle school student and a superhero companion take a tour of the world of careers. The script of the play is included and follow-up activities are suggested. "Career Exploration for Middle School Youth: A University-School Cooperative," by Natalie Rubinton, describes the Career Exploration for Youth program, a program which served over 1,200 students, teachers, counselors, administrators, and parents. The four components of the program are outlined and the children's program, parent's program, and school personnel program are briefly described. "Teaching Job Search Skills to Eighth-Grade Students: A Preview of the World of Work," by Shelda Bachin Sandler, describes a method used to teach job search skills which combined lecture, discussion, question and answer, audio-visual aids, and handouts. The eight lessons of the method are briefly described and evaluation information is provided. "Career Education for Students with Disabilities," by Donn Brolin and Norman Gysbers, reviews some of the major developments in the past 10 years involved with improving the preparation of students

About the Elementary School Years. Educational Opportunities in Virginia, Book 2.

Virginia State Dept. of Education, Richmond.

PUB DATE- 85

NOTE- 127p.; For Book 1 see ED 290 559. For Books 3-5 and related activity guides, see CG 022 624-629.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Early Childhood Education; Elementary Education; *Elementary School Curriculum; *Elementary Schools; Elementary School Students; Parent Child Relationship; Parent Materials; Parent Responsibility; *Parent School Relationship; Public Schools; *School Orientation; School Role; *Student Adjustment; *Student School Relationship

IDENTIFIERS- *Virginia

This booklet, written for parents of children entering Virginia's public elementary schools, is designed to help parents help their children during this crucial stage of education. Chapter 1, "Starting Elementary School," discusses requirements for children in kindergarten, readiness for kindergarten, preparing children to enter elementary school, children's safety, children's health, communicating with school staff, reporting children's progress to parents, and some facts about elementary schools (funding, grade arrangement, delivery of instruction, school staff, class sizes, evaluation of schools, student conduct, attendance, home education, promotion standards, student records, food services, and school fees). Chapter 2 discusses what children learn in elementary school, including advice on how parents may encourage their children to learn, and a guide to the various subject areas in the instructional program. Chapter 3 describes special programs and services: the library media program, the testing program, the guidance and counseling program, the school psychology program, the school social worker/visiting teacher program, pupil personnel or child study team, career education, health services, programs for gifted students, hospital education programs, homebound instructional services, interagency diagnostic services, remedial programs, and Chapter 1 programs. Chapter 4 discusses how parents may help their elementary school children, describing the characteristics of ages 5 through 10; discussing children's emotional needs; and providing advice on communicating with children, discipline, holding family meetings, helping children succeed in elementary school, getting help when problems arise, and dealing with mistakes. Other Virginia publications in this series are listed. (TE)

ED 321 197 CG 022 641

Moser, Rosemarie Scolaro.
A Career Exploration Program for Learning Disabled High School Students.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Career Exploration; Career Guidance; Computer Uses in Education; Counselor Attitudes; Counselor Teacher Cooperation; Grade 11; Grade 12; High Schools; *High School Students; *Learning Disabilities; *School Counselors; Special Education; Student Attitudes

A nine-session career exploration program was presented by special education teachers and guidance counselors to a group of learning disabled high school 11th and 12th graders in New Jersey. The program included the use of DISCOVER, a computerized career guidance system. Thirty-six students comprised the initial treatment and control groups. The Self-Directed Search, Career Decision Scale, Self-Esteem Inventory, and a program evaluation form were completed by the students. Teachers and counselors also completed evaluation forms and submitted logs containing program notes. The following variables were examined: self-esteem, career indecision, congruence, differentiation, number of identified job possibilities, and perceived usefulness of the program. It appeared that the program may have impacted congruence, number of identified job possibilities, and career indecision. Students seemed to view the program positively. Interestingly, counselors chose to participate minimally in the program and rated it least positively. It is speculated that counselors may lack the competence to serve these students and may not see such activities as part of their roles. (Author)

ED 321 198 CG 022 642

Wolcott, Ilene
Family Support Services. A Review of the Literature and Selected

ED 321 211 CG 022 660

Becnel, Shirley
Drug Free Schools and Communities Act. End of Year Report.
Jefferson Parish Public School System, Harvey, LA.
PUB DATE- 22 Jun 90
NOTE- 81p.; Attachments (p. 13-41) contain computer printouts that will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Drug Education; Elementary Secondary Education; *Program Effectiveness; *Program Evaluation

The Drug Free Schools and Communities Act (DFSCA) program exists in each of the 84 Jefferson Parish public schools and a portion of the parish's non-public schools. Direct services are offered to public school students at the school site as part of the school program. Special activities are planned for adults and community members. The evaluation of the DFSCA program focuses on the areas of staff, services, and materials. The evaluation design includes two components--an implementation study and an assessment of effectiveness. Implementation data were gathered to assess the type, frequency, and level of services, degree of experience of staff, depth and breadth of school level programs, the level of training/inservices provided, and the appropriateness of materials as related to program objectives. The level of effectiveness was measured by an analysis of monthly report data, an analysis of staff services as linked to the report data, surveys of students and parents participating respectively in the Camp Abbey retreat and the Family Awareness Night programs, and an analysis of suspension data related to substance abuse policy violations. Appendixes constituting the bulk of the document include an explanation of the intervention procedures used, a summary of monthly reports, participation survey results, Camp Abbey data, Family Awareness Night data, and copies of the study instruments. (ABL)

ED 321 225 CS 009 601

Handel, Ruth D.; Goldsmith, Ellen
Intergenerational Reading: Affecting the Literacy Environment of the Home.
PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; Case Studies; Childrens Literature; Family Environment; Family Involvement; *Parent Participation; Parent Student Relationship; *Program Evaluation; *Reading Aloud to Others; *Reading Attitudes; Reading Research; Two Year Colleges
IDENTIFIERS- *Intergenerational Learning; *Parent Readers Program; Reading Motivation

A study examined the effectiveness of the Parent Readers program, an intergenerational reading project which attempted to change the reading behaviors of underprepared community college students who are parents and to affect the literacy environment of the home in ways that promote the literacy status of the parents/students and their children. The project consisted of a set of voluntary workshops in which children's literature was used to teach the adults how to read and discuss enjoyable books with their children at home. Subjects, five female low-income members of minorities ranging in age from 25 to 46 with above average participation in the workshops, were interviewed to explore the place of reading in their overall life context; the type of learning for parent and child that evolved from the workshops and from home reading, and their attitudes toward the college experience. Results indicated that in every case, intergenerational connections were made: the parents read to their children, were stimulated to read more for

Biggs, Shirley A., Ed.; Bullock, Terry, Ed.
Innovative Learning Strategies. Ninth Yearbook, 1989-1990.
International Reading Association, Newark, Del.
PUB DATE- 90
NOTE- 226p.; A product of the College Reading Improvement Special Interest Group of the International Reading Association. For the 1987-1988 edition, see ED 303 776.
AVAILABLE FROM- Dr. Shirley A. Biggs, Editor, Innovative Learning Strategies 1989-1990, 4H01 Forbes Quadrangle, Dept. of Instruction and Learning, University of Pittsburgh, Pittsburgh, PA 15260 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communication Skills; Cooperative Learning; *Creative Teaching; Educational Research; Higher Education; *Instructional Innovation; Learning Disabilities; *Learning Strategies; Notetaking; *Reading Improvement; Reading Instruction; *Study Skills; Teaching Methods
IDENTIFIERS- Empirical Research

The ninth yearbook of innovative learning strategies presents the following articles, grouped in three major sections. The first section, Program Models, contains: (1) "Cooperative Learning in a Study Skills Course" (Corrine Plotkin); (2) "Peer Tutor Preparation: A Guide to Training" (Kathy Carpenter); (3) "A Community College Pre-College Program for Students with Learning Disabilities" (Gregg C. San Nicolas and others); and (4) "A Review of ERIC Documents Relating to Trends in Postsecondary Education for Learning Disabled" (Elaine Cherney). The second section, Strategies, contains: (5) "Focus on Learning with Learning Logs" (Nancy Browning); (6) "You Have Style--Use It!" (Muriel R. Radebaugh); (7) "Charting: A Study Strategy" (Margaret Rauch); (8) "Using Music Lyrics to Teach Reading" (Vivian Taylor and Virginia Gambrell); (9) "Teaching Notetaking in a College Study Skills Class" (Mary L. Dillard); (10) "Using Periodicals to Promote Reading/Writing Competencies and Cultural Awareness" (Edward Dwyer); (11) "Protocol Analysis" (Judith Entes); and (12) "Teaching College Communication Skills and Study Strategies" (Barbara Saunders and Bernice Brown). The third section, Research, contains: (13) "Developmental Learning of Language Arts, Reading, and Study Skills" (Robert M. Hashway and Sandra T. Gamble); (14) "Behavioral Anchoring and Ordering Theory: Bases for Syllabus Design" (Kyle Perkins and Sheila R. Brutten); (15) "Success Indicators of a Reading and Study Skills Course for College Freshmen" (Jane G. Rhoads); (16) "What Do College Students Learn from and about an Innovative Vocabulary-Learning Strategy?" (Joel R. Levin and

IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 4p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrators; Censorship; Faculty Advisers; *Freedom of Speech; Higher Education; High Schools; Journalism; *Legal Problems; School Newspapers; *Student Publications; Student Reaction
IDENTIFIERS- ERIC Digests; *Hazelwood School District v Kuhlmeier; *Supreme Court

This digest reviews earlier court decisions which led up to the Supreme Court's 1988 "Hazelwood School District v. Kuhlmeier" decision and also discusses the "Hazelwood" case's implications for freedom of student expression. The digest cites various documents in the ERIC database which deal with student journalism, censorship, and legal rights and responsibilities. (NKA)

ED 321 254 CS 212 397

Wilhoit, Stephen
Critical Thinking and the Thematic Writing Course.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; *Freshman Composition; Higher Education; *Thematic Approach; Writing Across

ED 321 267   CS 212 417

Ezell, Jeanne R.

The Concept of Delivery Applied to Modern Rhetoric.

PUB DATE- Jul 90
NOTE- 16p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Discussion; Elementary Secondary Education; Higher Education; Learning Processes; *Rhetoric; Speech Communication; Teaching Methods; *Whole Language Approach; Writing Instruction; Written Language
IDENTIFIERS- Classical Rhetoric; *Collaborative Learning; *Speaking Writing Relationship

Within the field of composition, classical rhetoric was re-discovered in the early 1960s; that interest has been for the most part confined to the first three of the five parts of classical rhetoric--invention, arrangement, and style--with memory and delivery being ignored or, at least, neglected. Recent interest in "the speaking-writing connection," "collaborative learning," and "whole language" indicates an interest in delivery. One scholar suggests that teachers can help children consolidate their oral and written resources through exercises that make the functions of speech and writing as similar as possible, such as oral monologues and expressive writing and through using talk as preparation for writing. Teachers who apply collaborative learning to teaching writing have students work in groups, talking throughout their writing processes. Students work together to discover topics and discover what they have to say about topics. Whole language combines talking and writing with listening and reading to counteract the fragmenting skills approach to education. Taking delivery back into composition classrooms and considering it along with performance is a fascinating possibility. It is hoped that the interest in delivery demonstrated in the speaking-writing connection, in collaborative learning, and especially in whole language will grow. It is an interest in delivery that is more fundamental than the matters of voice and gesture that were so long a part of rhetoric. (Eighteen references are attached.) (MG)

ED 321 281 CS 212 438

State Content Standards for English Language Arts. Volume II: Instructional Activities for Effective Teaching, Grades 4-6.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Sep 89
NOTE- 174p.; For Volumes I, see CS 212 437; for Volumes III and IV, see CS 212 439-440.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Grade 4; Grade 5; Grade 6; Intermediate Grades; Language Arts; *Learning Activities; *Listening Skills; *Literature Appreciation; *Speech Communication; State Curriculum Guides; State Standards; *Study Skills; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Delaware

This book of instructional activities for grades four through six contains Delaware's State Content Standards for English Language Arts. The standards were developed in 1985 by a committee of teachers representing all grade levels. Used as a basis for curriculum planning in school districts throughout Delaware, the standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning. While the guide was compiled to suggest ways for teachers to focus their instruction in the classroom, it may bring to mind other ways of presenting instruction based upon the objectives and expectancies which are included in the publication. The guide is divided into sections (or "strands") containing instructional activities on the subjects of: (1) listening; (2) speaking; (3) writing; (4) literature; and (5) study skills. Each section presents general objectives, specific objectives, and suggested procedures. (SG)

ED 321 282 CS 212 439

State Content Standards for English Language Arts. Volume III: Instructional Activities for Effective Teaching, Grades 7-8.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Sep 89
NOTE- 192p.; For Volumes I and II, see CS 212 437-438; for Volume IV,

IDENTIFIERS- *Alberta
Intended to provide educators with a comprehensive overview of Alberta, Canada's Integrated Occupational English Language Arts Program for Senior High School Language Arts, English 16, Grade 10, this document combines a program of studies description and a curriculum guide into one document. The guide discusses the Integrated Occupational English Language Arts Program, which: (1) is designed for students who have experienced difficulty in learning; (2) is focused on the need of the learner to experience success; and (3) aims to enable students to become responsible members of society, develop entry-level vocational abilities, and recognize the need for lifelong learning. The guide is in 12 sections: (1) Rationale; (2) Philosophy; (3) Goals of the English 16 Program; (4) Model for the English Language Arts Program; (5) Interpersonal Skills and the Social Sphere; (6) Required and Elective Components; (7) Learning Resources for English 16; (8) Planning; (9) Methodology; (10) Evaluation; (11) Scope and Sequence; and (12) Program of Studies/Presentation of Content. (SR)

ED 321 298 CS 212 461

English 16: Teacher Resource Manual. Integrated Occupational Program. Curriculum.
Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-7732-0272-2
PUB DATE- 90
NOTE- 262p.; For curriculum guide, see CS 212 460.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Class Activities; Classroom Environment; Curriculum Guides; *English Curriculum; *English Instruction; Foreign Countries; Grade 10; High Schools; *Language Arts; Learning Activities; Program Descriptions; Special Education; *Special Programs; *Student Evaluation; Student Needs; Thematic Approach
IDENTIFIERS- *Alberta
This teacher resource manual is intended to assist classroom teachers to implement Alberta, Canada's high school Integrated Occupational English Program. The manual, seen as a practical planning and instructional tool to support the "Program of Studies/Curriculum Guide," contains additional information about:

ED 321 312 CS 507 199

McPhail, Mark Lawrence
Complicity: Reconstructing the Hegemonic Dialectic.
PUB DATE- Nov 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; *Discourse Analysis; Higher Education; Language Role; Literary Criticism; Power Structure; *Rhetoric; *Rhetorical Theory
IDENTIFIERS- Feminist Criticism; Feminist Scholarship; *Literary Theory; Rhetoric as Epistemic

The questioning of hegemonic discourses has become an essential element in many feminist, afro-centric, and literary theories of discourse. Scholars in these areas have explicated various indictments of the phallocentric, eurocentric, and essentialist linguistic strategies defined and perpetuated by dominant population groups, and some have begun the difficult task of addressing the complicitous nature of hegemonic discourse. This essay explores the problem of complicity as manifested in critical discourses that converge at the juncture of gender, race, and language. The analysis suggests that these discourses maintain the hegemonic dialectic by and language. The analysis suggests that these discourses maintain the hegemonic dialectic by their adherence to an underlying epistemological principle of essentialist logic, the principle of negative difference, yet offer the possibility of an actively non-argumentative approach to discourse grounded in a rhetoric of definition. (Thirty-seven references are attached.) (Author/SR)

ED 321 313 CS 507 203

Schneider, Phyllis

ED 321 325 CS 507 221

Regan, F. Scott
The Artist/Educator Responds to Censorship.
PUB DATE- Aug 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Alliance for Theatre and Education (Minneapolis, MN, August 4-8, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Freedom; *Censorship; *Freedom of Speech; High Schools; High School Students; School Community Relationship; *Teacher Administrator Relationship; *Teacher Response; *Teacher Student Relationship; *Theater Arts
IDENTIFIERS- Controversial Topics; Controversy

Theatre educators are discovering that censorship is on the rise in the United States. The censorship takes three forms: (1) formal (i.e., when a school official forbids a performance or mandates cuts in words or actions); (2) informal (i.e., when a person or group tries to pressure the presenter to make changes in a production or influence the kinds of materials chosen for production; and (3) self-censorship (i.e., when the presenter edits material for fear of its misinterpretation). Censorship arises because American society is litigious, art is ambiguous, and good teaching is dangerous (in that its relevance threatens those who yearn for the simpler times of the past). The way in which school theater directors respond to school administrators' criticism of material may say a great deal about both society and those who lead theater programs. Directors may respond by moving challenged productions off school grounds. Students can get involved by clarifying the controversy; researching the legal issues involved; analyzing media coverage of censored artworks; writing essays in support of challenged material; inviting opponents of the production to talk to the cast; or arguing from the other point of view. Controversy can become part of the educational process. (SG)

ED 321 326 CS 507 222

ED 321 339 EA 020 944

Pratt, David
Curriculum: Past Achievements and Future Challenges.
PUB DATE- 1 May 89
NOTE- 30p.; Speech before the Curriculum at the Center Conference of the Canadian Education Association (Montreal, Quebec, May 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Rating; *Curriculum; *Educational Quality; Educational Research; Educational Resources; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; *Public Opinion; *Public Schools; Public Support; School Effectiveness; *Study Skills; *Teacher Effectiveness
IDENTIFIERS- Canada

An array of qualities exists that distinguish the schools of Canada. Three qualities that constitute achievement are discussed in this paper. First, schools have generally acquired a place of high regard in the eyes of the public. Second, this country has built a teaching corps the quality of which is unmatched in the English-speaking world. Third, there has been a "Great Leap Forward" in instructional research where emphasis is on systematic instruction in study skills, the establishment of curriculum priorities, cooperative learning, peer tutoring, monitored homework, prerequisite enrichment, setting of high expectations, and active learning. Lastly, the paper provides a discussion of the use of various unrealized resources: professional, community, students, and human experience. (SI)

ED 321 340 EA 021 011

Gundem, Bjorg B.
The Making of a School Subject: A Discussion on the Interdependence

PUB DATE- Jun 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Administrator Responsibility; Elementary Secondary Education; Foreign Countries; *Outcomes of Education; School Responsibility; *Standardized Tests; *State Boards of Education; Teacher Responsibility; *Testing Problems
IDENTIFIERS- *Australia

After discussing the demand for public accountability in Australian education, the first section of this paper treats the scope of accountability and details the responsibilities of a state minister of education, other key administrators, schools and teachers, and the national system itself. The second section examines what the public wants to know about the educational system regarding its context (historical/political, legal, economic, demographic, social, and technological); inputs (financial costs and expenditures); process (teaching performance); and student outcomes. The third section comments on methodologies for keeping the public informed, such as committees of inquiry and standing committees, and discusses monitoring methods and their difficulties. Systematic national or statewide testing programs are costly, define literacy and numeracy in limited ways, and may have undesirable backwash effects. The Australasian Cooperative Testing Program (ACAP) uses a diagnostic approach to help teachers understand and improve individual students' performance. The final section outlines strategies for improving public education accountability: (1) improving the statistical base and its analysis; (2) improving the system review process; (3) operating the system using a research and development approach; and (4) monitoring outcome through testing. (Seven references) (MLH)

ED 321 355 EA 021 960

Beare, Hedley
The Curriculum for the 1990s: A New Package or a New Spirit? The A. W. Jones Lecture, 1989. Occasional Paper No. 12.
Australian Coll. of Education, Curtin.
REPORT NO.- ISBN-0-909587-54-X
PUB DATE- 89
NOTE- 45p.; Biennial A. W. Jones Lecture sponsored by the South Australian Chapter of the Australian College of Education

Gougeon, Thomas D.; And Others
A Quantitative Phenomenological Study of Leadership: Social Control Theory Applied to Actions of School Principals.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Effectiveness; Administrator Role; *Communication Skills; Elementary Secondary Education; Foreign Countries; Interpersonal Communication; Interpersonal Relationship; *Leadership Qualities; Motivation; Orientation; *Principals; *Role Perception; *Social Control; Supervisory Methods; Teacher Administrator Relationship

The comparison of principals' self-perceptions of social control communication with teacher perceptions, and the characterization of principals' communication patterns are the goals of this paper. Structural functionalist and symbolic interactionist theories are integrated with the Leader As Social Control (LASC) model to develop an instrument to measure teachers' and principals' perceptions. Development of the model, which is based on the two independent variables of motivation and orientation, is described. The instrument was administered to all teachers and principals in 13 schools. A shadowing technique using qualitative data and a comparison of biographical and situational factors were used to confirm the validity of the model. Findings indicate that teachers rated their principals lower than principals rated themselves in the use of all types of social control communications. Teacher perceptions of principals' communication patterns were strongly correlated to three situational factors: (1) the degree of closeness teachers felt to the principal; (2) the teachers' perceived frequency of teacher-principal interaction; and (3) the teachers' perceptions of the principals' visibility. Seven figures illustrate the characteristics attributed to nine communication cells of the LASC model. (7 references) (LMI)

ED 321 370 EA 021 994

Schoppmeyer, Martin W.; Alvarez, William D.
School Finance Equity: An Elusive Goal.

An assessment of the relative and absolute impact of various educational reform movements on student learning and an analysis of school superintendents' roles in such movements are the purposes of this study. Mailed surveys to 70 experienced New York school superintendents yielded a 78.6 percent response rate. The first phase focused on the individual impacts of 10 recent educational reform movements, and the second phase compared the movements with each other with respect to student learning and the role of the superintendency. Findings indicate that the perceptions of the value of recent educational reform movements vary widely. Approaches with specific target populations were viewed as having the most impact on student learning, and those with less structure and definition were perceived as having little impact. A conclusion is that although reform efforts may have some value, the real work of education lies in addressing specific problems at the district level. Twenty-two summary tables of survey findings are included. (12 references) (LMI)

ED 321 386 EA 022 038

Drug-Free Schools and Communities Act Amendments of 1989. Report from the Committee of Conference (To Accompany H.R. 3614). House of Representatives, 101st Congress, 1st Session.
Congress of the U.S., Washington, D.C. House.
REPORT NO.- House-R-101-384
PUB DATE- 20 Nov 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alcohol Education; Compliance (Legal); Drug Education; *Drug Legislation; Elementary Secondary Education; Federal Government; *Federal Legislation; Federal Programs; Federal Regulation; *Prevention; State Federal Aid; State Programs; *Substance Abuse

Recommendations to the House of Representatives for amending requirements for the provision of substance abuse education and prevention programs in elementary and secondary schools are presented in this committee report. Proposed revisions for the bill (H.R. 3614) include: authorization of appropriations; state allotment, programs, and responsibilities; local programs; school personnel training; grants; and certification. (LMI)

PUB DATE- Jun 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; *Adult Students; Bilingual Education; Demography; Dropout Characteristics; English (Second Language); Enrollment; Enrollment Trends; High School Equivalency Programs; *Literacy Education; *Outcomes of Education; Student Characteristics; Student Motivation
IDENTIFIERS- *New York (New York)

The New York City Adult Literacy Initiative was instituted in 1984. Approximately 22,000 students attended the city's literacy program in 1984, with the number increasing to nearly 50,000 by 1986. A study examined one year, 1985-1986, of the program's operation. Of the 49,986 students enrolled in 1985-1986, 40,754 were in bilingual education (BE) or English for speakers of other languages (ESOL) programs. The remaining 9,232 were enrolled in high school equivalency or other adult reading programs. Fifty-nine percent of the BE and ESOL students were female; 58.6 percent of the BE students were Black and 30.4 percent were Hispanic. Of the BE and ESOL students, 37.2 percent were employed full-time, 8.7 percent were employed part time, and 40.1 percent were unemployed. The average BE and ESOL student is 33.33 years old. Very few reported their incomes. For those who did, the average annual income was $7,773. Almost 25 percent of the BE students and just under 20 percent of the ESOL students separated from the program during the course of the fiscal year. The BE students averaged achievement gains of about 8.5 months, and the ESOL students averaged gains of 13.2 raw score points. (Appendixes contain a discussion of the creation of the data files used in the analysis and a guide to the tables of demographic data.) (MN)

ED 321 006 CE 052 122

Ashmore, Cathy, Ed.; Bebris, John, Ed.
Preparing for World Markets. Proceedings, National Entrepreneurship Education Forum (6th, Boston, Massachusetts, June 6-8, 1988).
Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS. AGENCY- National Entrepreneurship Education Consortium.
PUB DATE- 88

annotated bibliography (15 items), and a list of 32 references. The leader's guide provides step-by-step instructions on how to conduct the workshop and suggestions for use of the other parts. Preliminary and follow-up activities are described, as well as those to take place during the workshop. The learner's packet includes materials to be used during the workshop. The section of selected readings provide essential ideas and background. The last section lists instructional aids--a poster and videotapes--and provides masters for producing overhead transparencies and two reports on public policy education. (YLB)

ED 321 018 CE 052 301

Deshler, J. David
Working with Our Publics. In-Service Education for Cooperative Extension. Module 7. Techniques for Futures Perspectives.
North Carolina State Agricultural Extension Service, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 88
NOTE- 277p.; For related modules, see CE 052 295-300.
AVAILABLE FROM- Dept. of Adult and Community College Education, North Carolina State University, Campus Box 7607, Raleigh, NC 27695-7607.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Creative Thinking; *Extension Agents; *Extension Education; *Futures (of Society); *Inservice Education; Instructional Materials; Learning Modules; *Long Range Planning; Participation; *Prediction; Teaching Guides; Workshops
IDENTIFIERS- Anticipatory Learning; *Cooperative Extension Service

This module is the seventh in an inservice education series for extension professionals that consists of seven independent training modules. It provides information and exercises on working with extension's publics to achieve a proactive stance toward the future through projecting future conditions, analyzing trends, and inventing futures. The module's six units cover techniques for futures perspectives, anticipatory learning, projection and forecasting, prevention and adaptation, invention and creation, and selecting techniques for futures perspectives. The 12-hour module

ED 321 031 CE 055 128

Mayor, Federico
International Literacy Year: Opportunity and Challenge. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 129-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Developed Nations; *Developing Nations; Economic Development; *Educational Needs; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Literacy Education; Policy Formation; *Program Development; *Public Policy
IDENTIFIERS- *International Literacy Year 1990; UNESCO

International Literacy Year (1990), sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), is a time of great hope and unique opportunity. It is intended to convey two essential messages: (1) education matters and will be decisive in shaping the future of individuals and societies; and (2) there is an urgent need for cooperation and solidarity among peoples and countries in order to ensure the right to education--and a future--for all people on earth. Although the year will be filled with numerous and varied events and projects, these two messages give it purpose; its success will be determined by the degree to which these messages are understood and acted upon. In the past decade, educational gains have been harder to achieve, and in some developing nations, the progress of the 1960s and 1970s is threatened. The richer nations must share more of their resources to help the poorer nations, and the developing nations must make education their greatest priority. International Literacy Year is a starting point for literacy activity, not a celebration of it. UNESCO stands ready to help in any way it can to aid all nations to develop the education of their people. (KC)

ED 321 032 CE 055 129

ED 321 044 CE 055 141

Bonfim, Maria Nubia Barbosa
The EDUCAR Foundation in Brazil: Two Experiences. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Education; Basic Skills; *Community Education; Dropout Programs; Economic Factors; Elementary Secondary Education; Extension Education; Foreign Countries; *Illiteracy; *Industrialization; *Literacy Education; Rural Areas; Rural Urban Differences; *Socioeconomic Status
IDENTIFIERS- *Brazil; Freire (Paulo); International Literacy Year 1990; *National Foundation Youth and Adult Educ (Brazil)

Data from a 1980 population census indicates that of the over 73.5 million people in Brazil who were over 15 years of age, 25.4 percent were illiterate and 27.42 percent had less than 1 year of schooling. Such data show the precarious situation of education in Brazil, particularly that of adolescents and adults. Its origins lie in the dual nature of the Brazilian economy, typified by considerable industrial development, ranking Brazil among the 10 major economies in the west, compared with a subsistence economy frequently encountered in urban slums and rural areas. This polarity has led to the concentration of income in the hands of the already affluent members of society and to a situation of absolute poverty, even misery, among the population excluded from the industrialization process. In 1985 the Brazilian government established the National Foundation for Youth and Adult Education (EDUCAR) to stimulate the development of literacy and basic education programs aimed at those who did not have access to school when they were young or who were prematurely excluded from it. It has promoted educational experiences of several kinds as long as they favored adult education as a process for achieving the rights of citizenship in a society moving toward democracy. An EDUCAR project in the Baixada Fluminese suburb begun in 1986 now provides 294 adult education classes in basic skills, social studies, and natural sciences. Another EDUCAR project, "Life as a School" in the city of Cabo, uses the methods of Paulo Freire and provides adults and adolescents with 6 months of literacy classes and 15 months of additional schooling. (CML)

participants are divided into multidisciplinary teams on the first day, and each team is assigned to an action area that will serve as a framework for the problem to be solved. The final report of a seminar relates how each team performed, the reasons that actions were taken, and the results of actions. (CML)

ED 321 057 CE 055 154

Dalbera, Claude
Arithmetic in Daily Life and Literacy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Arithmetic; *Daily Living Skills; Developing Nations; Foreign Countries; Illiteracy; *Mathematics Instruction; Problem Solving; *Student Centered Curriculum; Student Educational Objectives; *Written Language
IDENTIFIERS- International Literacy Year 1990

In order not to waste the time of the people working hard and sacrificing to become literate, literacy must offer them a real opportunity to change their life situation. Although many literacy programs are designed to fit the everyday lives and situations of their students, the same is not true for programs that teach arithmetic. Most adults accumulate a considerable store of knowledge and mental techniques to ensure their survival and development, even if that knowledge is not preserved and transmitted by writing. Illiterate people generally have a good knowledge of oral counting, of its mathematical structure, and a certain art of mental arithmetic that is adequate for meeting the needs of their traditional everyday life. Without paper and pencil they can carry out fairly difficult arithmetical operations. The methods used for teaching adults arithmetic should not be those used with young children. Rather, it is a matter of transforming the principal needs felt by the adults into specific educational methods and contents quickly and by going directly to the most essential and useful matters. The tasks of the team responsible for designed primarily for hearing children. For others, it has brought new educational opportunities. Deaf children need to know how hearing people use reading and writing in everyday life. At the same time, they need to learn the uses of literacy among other deaf people. To develop literacy for deaf children, educators need to understand better what kinds of knowledge the children already have about reading and writing before they come to school, how they use sign language and finger spelling, and how they learn about speech. Deaf children must learn the rules of orthography. The first step in producing literacy for deaf children is to recognize that deaf children are not hearing children who do not hear, but children with special sets of knowledge. (Ten references are included.) (CML)

ED 321 070 CE 055 167

Valerien, Jean
Literacy Training of Migrants and of Their Families and Cultural Identity. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-166. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *Cultural Background; Cultural Education; *Cultural Influences; Distance Education; *Educationally Disadvantaged; Elementary Secondary Education; Family Influence; Foreign Countries; Immigrants; *Literacy Education; *Migrant Education; *Migrants; Migration; Nonformal Education
IDENTIFIERS- Europe; International Literacy Year 1990

Literacy teaching and education of migrant workers and their children is an intense, emotional issue because the education of migrant workers is the point of intersection of two major social problems: education and immigration. Nonformal adult education radio and television programs have been set up in some countries to reach unemployed migrant workers. Host countries of children of foreign origin have developed educational systems that incorporate changes in structure, content, methods, teaching materials, and training of teachers. The following two questions remain: What more can schools do? What more can be accomplished by schools in liaison education (VTAE) program planning, including trends in technology, the labor market, demographics, and education. A nine-page description covers the purpose, objectives, approach, participants, agenda, and evaluation of the workshop. The objectives were to: (1) become aware of needs assessment techniques, including the latest strategies for gathering useful data; (2) identify guidelines for future trends and forecasting, especially those relating to recruitment and alternative delivery implications; (3) recall sources of data relating to future trends and forecasting from local, district, state, and national databanks; (4) match data type to typical uses by districts, programs, and teachers; (5) practice gathering district data and applying trends and forecasting strategies within one's own district setting; and (6) develop a plan for sharing guidelines and strategies in one's own district. The rest of the document contains newsletter reprints, Wisconsin labor market information, the results of focus groups on trends and their implications for Wisconsin's vocational education system, and copies of some presentations made at the workshop. (CML)

ED 321 083 CE 055 198

Lee, Howard D.
Instructional Supervision VTAE Workshop (Menomonie, Wisconsin, March 28-30, 1989). Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 89
NOTE- 270p.; For related documents, see CE 055 192-194 and CE 055 196-199.
GRANT- 30-107-150-239
AVAILABLE FROM- Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; Inservice Teacher Education; *Instructional Improvement; Instructional Leadership; Postsecondary Education; School Supervision; Secondary Education; *Supervisory Methods; Teacher Administrator Relationship; Teacher Improvement; *Teacher Supervision; Vocational Education;

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Education; Dropout Characteristics; Dropouts; *Education Work Relationship; Foreign Countries; Job Training; *Labor Force Development; *Noncollege Bound Students; Postsecondary Education; Secondary Education; Teacher Expectations of Students; *Transitional Programs; Vocational Education
IDENTIFIERS- England; Japan; Sweden; West Germany

A study was conducted by the General Accounting Office (GAO) to review U.S. education and training strategies; identify likely weaknesses; and examine the strategies of England, the Federal Republic of Germany, Japan, and Sweden for preparing noncollege youth for employment. GAO reviewed the literature, consulted with experts, and visited the foreign countries. Results indicated that insufficient attention is devoted to preparing U.S. noncollege youth for employment. About 9 million of the nation's 33 million youth aged 16 to 24 will not have the needed skills to meet employer requirements for entry-level positions, including 5.5 million dropouts and 3.8 million high school graduates who lack high school competency. The four competitor nations have national policies that emphasize preparing noncollege youth for employment. The following approaches used by some or all of the countries may be relevant for the United States: foreign countries expect all students to do well in school, particularly in the early school years; foreign schools and the employment community guide students' transition from school to work to a greater degree than in the United States; competitor nations establish competency-based national training standards that they use to certify skill competency, whereas the common U.S. practice is to certify only program completion; and competitors invest extensively in jobless out-of-school youth to assure them a job or further education and training. (A 10-page bibliography is included in the report.) (CML)

ED 321 097 CE 055 247

Utah's 1988-93 Vocational-Technical Education Master Plan: A Powerful Resource for Human and Economic Development.
Utah State Board for Vocational Education, Salt Lake City.; Utah State Board of Higher Education, Salt Lake City.
PUB DATE- Jan 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

the NLS cohort or cohorts used in the research, and an identification number keyed to four indices. The document is indexed by descriptor or key word, title, NLS cohort, and primary and secondary authors. (CML)

ED 321 110 CE 055 310

National Adult Literacy Survey (NALS).
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 90
NOTE- 15p.; A brief basic brochure, explaining what NALS is in layman's language.
CONTRACT- RS89006001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Adults; *Basic Skills; *Educational Assessment; *Functional Literacy; Illiteracy; Literacy; National Competency Tests; *National Surveys
IDENTIFIERS- *National Adult Literacy Survey

The primary goal of the National Adult Literacy Survey (NALS) is to describe the types and levels of literacy skills possessed by adults living in the United States and the distribution of these skills across major subgroups of the population. To conduct the NALS, 175 trained interviewers employed by the Educational Testing Service will interview approximately 13,000 adults, aged 16-64, residing in private households and dormitories. Each interview will consist of 15 minutes of background questions and 45 minutes of simulation tasks. In the simulation tasks, adults will respond to reading, writing, speaking, and listening tasks that will require them to demonstrate a range of skills and knowledge such as recognizing, acquiring, organizing, interpreting, producing, and applying information found in various types of printed materials. The study defines literacy as the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. The results of the NALS will be compared to those from other recent large-scale assessments of literacy. The survey results will be conveyed to the general public, policy and business leaders, educators, and program providers. Each of the 50 states is invited to participate in a

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Educators; Cooperative Programs; *Employment Qualifications; Foreign Countries; Job Placement; Job Skills; *Occupational Tests; Program Evaluation; Quality Control; *Standards; Supervisory Training; Vocational Evaluation; Work Experience Programs
IDENTIFIERS- *National Vocational Qualifications (England)

The introduction and the three booklets contained in this packet are intended to provide guidance to further education staff who are implementing, or planning to implement, National Vocational Qualifications (NVQs) based on the standards devised by the Administrative, Business, and Commercial (ABC) Training Group in Great Britain. The boklet on learning programs describes: background information, mapping learning opportunities, reconciling programs with learner needs, providing support to learners, learning resources, structured learning opportunities, and staff support. The booklet on assessment and recording systems presents information on: background; choosing the NVQ; determining what is assessed, and where, who, how, and when to assess; recording achievement; the National Record of Vocational Achievement (NROVA); a recording system; and the quality of assessment. The booklet on the college and the workplace is concerned with: background, work experience, enlisting employers as partners, identifying learning and assessment opportunities, matching students to the placement, visiting to monitor and review progress, maintaining quality control, integration of the college and workplace, and training workplace supervisors. (CML)

ED 321 125 CE 055 340

Richards, Beverly; Moore, Susan
State-Wide Nursing Assistant Curriculum. Health Occupations Education: We Make a Difference.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 90
NOTE- 904p.
LANGUAGE- English
EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aging (Individuals); Death; Hygiene; Long Term Care;

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Deaf Interpreting; *Job Placement; Pupil Personnel Services; Resource Teachers; School Counselors; Secondary Education; *Special Needs Students; Teacher Aides; *Vocational Adjustment; Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Missouri

This module regarding support services available for special needs students in vocational education programs in Missouri identifies the following support personnel: vocational resource educators; basic skills instructors; special needs counselors, counselors and placement specialists; vocational evaluators; supplemental teachers; vocational preparation teachers; vocational teacher aides; interpreters for the deaf; and readers and notetakers. It describes the services that can be funded under the Perkins Act and the roles, functions, and activities of the support personnel listed above. A list of 13 state and national support services for teachers, parents, and students provides addresses. Ten references are included. (CML)

ED 321 142 CE 055 373

Pragmatics. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 89
NOTE- 9p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Observation Techniques; *Communication Skills; Interpersonal Communication; Nonverbal Communication; *Pragmatics; Secondary Education; *Special Needs Students; *Transitional Programs; Verbal Communication; Vocational Education
IDENTIFIERS- *Missouri

This module, intended for use by special education teachers, defines pragmatics as the ability to use verbal and nonverbal language to take part in a conversation, based on the situation and materials, staff development opportunities, and other adult educators. Feedback is also necessary as a measurement of progress. Guidelines for managing professional development include: (1) stating no more than three objectives; (2) acknowledging the existence of deterrents such as lack of time, resources, or support; (3) forming a network for collegial feedback; (4) making site visits; (5) pairing with a peer to learn a new technique; (6) joining professional associations and attending conferences; and (7) using ERIC resources. (SK)

ED 321 156 CE 056 068

Lowry, Cheryl Meredith
Teaching Adults with Learning Disabilities. ERIC Digest No. 99.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-90-99
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Students; Coping; *Diagnostic Tests; *Educational Diagnosis; *Learning Disabilities; *Psychoeducational Methods
IDENTIFIERS- ERIC Digests

The number of adults with learning disabilities (LD) is difficult to estimate. They may comprise as many as 80% of adult basic education students, but a smaller proportion of students in other adult education settings. Many adults with LD exhibit strengths that enable them to compensate for their disabilities and perform successfully without supportive services. Among the most serious issues concerning adults with LD are lack of an agreed-upon definition and scarcity of appropriate assessment tools. Prevailing theories assume that individuals with LD have difficulty learning because of a difference in information processing that may have a neurological basis. This difference can affect self-esteem, education, work, socialization, and daily living. Adult educators with disabilities for life after school. It also describes the Life-Centered Career Education approach for these students. (NB)

ED 321 169 CG 022 577

The Challenge of Organizing a Middle School Counseling Program.

American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 75p.; In: Gerler, Edwin R., Jr., and others. "The Challenge of Counseling in Middle Schools," 1990; see CG 022 569. for

CONTRACT- RI88062011

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Intermediate Grades; Junior High Schools; *Middle Schools; *Organization; *Program Design; *Program Development; *School Counseling; *School Counselors

This eighth chapter in "The Challenge of Counseling in Middle Schools" contains five articles on the organization of a middle school counseling program. "The Counselor and Modern Middle-Level Schools: New Roles in New Schools," by Paul George, examines characteristics of successful schools and considers some new roles for the counselor. "Teacher Based Guidance: The Advisor/Advisee Program," by John Arnold, describes a well-conceived advisory program consisting of a teacher meeting with 12 to 20 students on a regular basis to engage in activities that nurture social and emotional growth. It presents the rationale for the program, discusses the roles of the advisor, and describes group activities. "A Mentor Program for Beginning Middle School Counselors," by Sandra DeAngelis Peace, suggests a new induction model well-conceived advisory program consisting of a teacher meeting with 12 to 20 for counselor mentor programs that addresses the concerns of middle school counselors during their first year of employment. "Focus on Improving Your Middle School Guidance Program," by James Costar, helps readers to clarify the purpose of their guidance programs. A developmental approach to guidance is

ED 321 183 CG 022 624

About the Middle School Years. Educational Opportunities in Virginia, Book 3.
Virginia State Dept. of Education, Richmond.
PUB DATE- 85
NOTE- 127p.; For Book 1 see ED 290 559. For related documents, see CG 022 623-629. For teacher's activity guide, see CG 022 625.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescent Development; Adolescents; Educational Planning; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Child Relationship; Parent Responsibility; Parent School Relationship; Program Descriptions; *School Orientation; School Role; *Student Adjustment; *Student School Relationship
IDENTIFIERS- *Virginia

This booklet is written for middle school students and their parents. It provides information about middle schools in Virginia, and includes suggestions about how parents may help their children during the middle school years. Chapter 1, "Starting Middle Schools," begins with a section on getting acquainted with middle school, discussing student responsibilities, homeroom classes, studying and homework, extracurricular activities, and other facts. It also discusses what middle school students are like--their physical, social, and emotional changes; need for independence; and adjustment. Finally, it lists and describes the subjects in the middle school curriculum. Chapter 2 describes special programs and activities in middle school: guidance and counseling, talented and gifted programs, summer school, career education, the testing program, handicapped student programs, school social work/visiting teacher program, school psychology program, homebound and hospital programs, library media programs, the school nurse program, and extracurricular activities. Chapter 3, directed to students, discusses learning more about oneself and careers, and chapter 4, directed to parents, discusses how parents may help their middle school children. Information is provided on early adolescence, parent-child relationships, communicating with children, using logical and natural consequences, encouraging independence, helping children to develop responsibility and to succeed, coping with mistakes and failures, holding family meetings, recognizing children's efforts and accomplishments, and getting help when problems arise. Other Virginia publications in this series are listed. (TE)

Annotated Bibliography.
Australian Inst. of Family Studies, Melbourne.
SPONS. AGENCY- Community Services Victoria (Australia).
REPORT NO.- ISBN-0-642-14976-3
PUB DATE- 89
NOTE- 122p.
AVAILABLE FROM- Australian Institute for Family Studies, 300 Queen Street, Melbourne, Victoria Australia 3000 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Annotated Bibliographies; Children; Community Services; *Family (Sociological Unit); Foreign Countries; Human Services; *Networks; *Social Services; *Social Support Groups

This document contains a literature review and annotated bibliography on family support services in Australia and overseas. Literature relating to services for families with dependent adolescent children as well as young children is included. The review and bibliography concentrate primarily on community-based services defined in the literature as family support services to families with children. The review focuses on the following issues: (1) definition of family support services; (2) aims and objectives of family support programs; (3) trends in the development and delivery of family support services in Australia and overseas; (4) model programs aimed at maintaining family unity, providing specialist and intensive input to families with specific difficulties, and preparing families for reintegration of members who have been in alternative forms of care; (5) evaluation of family support services; and (6) policy implications. The review and bibliography show that family support services are multifaceted, difficult to define, and even more difficult to evaluate in terms of their effectiveness. The bibliography contains some Australian and European sources, but the majority of references are American. The 123 citations are arranged alphabetically by author. A list of 96 references and a set of indexes arranged by country source, subject, and program names are included. (NB)

ED 321 199 CG 022 644

Boytim, James A.; Dickel, C. Timothy
Helping the Helpers: Teacher Support Groups.

ED 321 212 CG 022 661

Craig, Rebecca Tarkington
What Legislators Need To Know about Children's Mental Health.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO.- ISBN-55516-688-1
PUB DATE- Apr 90
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Children; Delivery Systems; *Emotional Disturbances; *Financial Support; Government Role; *Mental Health Programs; Social Services; State Legislation; State Programs

This booklet attempts to provide important background information on programming and financing systems for children with emotional disturbances to enable legislators to make educated decisions regarding child mental health in their states. The booklet is in a question-and-answer format. The first two questions define emotional disturbance and present factors of concern to legislators, including increased services demand; inappropriate and inadequate services; and fragmented, uncoordinated delivery and funding mechanisms. Question Three outlines the services needed by children with emotional disturbances in the areas of mental health, social services, education, health care, vocational assistance, recreation, and family support. Question Four examines how services are delivered to children with emotional disturbances through the educational, juvenile justice, health, child welfare, and mental health systems. Question Five reviews the roles of federal, state, local, and private funding sources for serving children with emotional disturbances. Question Six examines strategies to make the most efficient use of available resources at the federal, state, and local levels. Question Seven highlights innovative programs that a variety of states have implemented to improve the programming and financing of services for children with emotional disturbances. (ABL)

ED 321 213 CG 022 662

Kovach, Ron; McDonald, Bill

themselves and applied the reading comprehension strategies in seeking to understand both the children's books and their own adult selections. (One table of data is included; 12 references are attached.) (RS)

ED 321 226 CS 009 700

Rabin, Annette T.

Determining the Difficulty of Reading Materials in Languages Other than English.

PUB DATE- 31 Jul 87

NOTE- 17p.; Paper presented at the European Conference on Reading (5th, Salamanca, Spain, July 27-31, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Cloze Procedure; Evaluation Problems; *Language Research; *Readability; *Readability Formulas; *Second Language Learning; Second Languages

IDENTIFIERS- Text Factors

The development of readability formulas for the evaluation of foreign language texts began with research in the United States on reading materials used in second language learning and has extended to many other countries first by adaptation of formulas intended for English language texts and then by original investigation. There exist now many instruments to measure the readability of languages other than English, but controversy exists over the variables to be included in the formulas. In some cases, cloze procedures have been developed to overcome the lack of a feasible readability formula. (Sixty-seven references are attached.) (RS)

ED 321 227 CS 010 131

Thompson, Linda W.

Even Start: Factors To Consider in Planning an Intergenerational Literacy Program.

others); and (17) "Contributions of Empirical Studies to College Reading and Study Skills Instruction: 1975-1989" (Alice M. Scales and others). (MG)

ED 321 240 CS 010 157

Beach, Sara Ann
The Interrelationship of Phonemic Segmentation, Auditory Abstraction, and Word Recognition.
PUB DATE- May 90
NOTE- 16p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Auditory Perception; Grade 1; Listening Comprehension; Multiple Regression Analysis; *Phonics; Primary Education; Reading Research; Reading Skills; *Word Recognition
IDENTIFIERS- California; Education Consolidation Improvement Act Chapter 1; *Phonemic Awareness; Reading Behavior

A study examined the construct and predictive validity of phonemic awareness to determine the strength of the relationship between phonemic segmentation and auditory abstraction and to determine which of the two measures provided the best prediction of word recognition ability. Data were gathered from 65 first-grade children from 2 public elementary schools from lower to middle socioeconomic levels in 2 southern California school districts. Three tests were individually administered to each child: the Yopp-Singer Test of Phonemic Segmentation; the Beach-Singer Test of Auditory Abstraction; and the Gates-McKillop-Horowitz Reading Diagnostic Tests, Words: Untimed Subtest. Results revealed statistically significant correlations between word recognition and auditory abstraction and between word recognition and phonemic segmentation. The findings support the predictive validity of the construct of phonemic awareness for word recognition and decoding. Findings also indicate that phonemic segmentation and auditory abstraction are important abilities for a child to develop to be successful in word recognition. Further research into causal explanations of whether phonemic awareness develops prior to or as a result of formal reading instruction appears to be called for. (One figure and four tables of data are included; 14 references are

the Curriculum; Writing Processes; Writing Strategies
IDENTIFIERS- Course Development; Writing Development

Composition instructors interested in fostering the development of their students' critical thinking skills can modify the thematic writing approach to that effect. Focusing an introductory composition course around one central theme, rather than on many, can offer students an explicit model of how knowledge, skills, and dispositions interact when the critical thinker analyzes ideas and develops informed judgments. Writing instructors can model more clearly how their students will likely develop and employ critical thinking skills later in their academic careers, when they specialize in one area of study. First, concentrating on only one issue in the course would allow students to begin acquiring declarative knowledge crucial to critical thinking. Next, moving students beyond a novice understanding of numerous topics would force them to exercise their critical thinking skills on a growing body of knowledge to form clear, rational judgments. Additionally, instructors could develop recursive assignments which ask students to re-assess evaluations of material in light of the new information they are constantly gathering. As a result, readings would not lose their relevancy in the course, and students would ultimately be put in a better position to compare perspectives on issues, to analyze different ideas, and perhaps to synthesize a position of their own. Finally, an extended thematic writing course would allow for extremely productive types of group work, collaborative writing, and class discussion. (Twenty-eight references are attached.) (KEH)

ED 321 255 CS 212 401

Doyle, Charlotte L.
Young Children as Authors: The Creative Process in First Stories.
PUB DATE- Aug 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Authors; Classroom Research; *Creative Expression; Early Childhood Education; Kindergarten; Story Telling
IDENTIFIERS- Author Text Relationship; Creative Play; *Emergent

ED 321 268 CS 212 418

Honeman, Bob
Rationale and Suggestions for Emphasizing Afrocentricity in the Public Schools.
PUB DATE- Jul 90
NOTE- 17p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Students; Cultural Context; Educational Theories; *Ethnocentrism; High Schools; *Public Education; *Racial Bias; *Rhetorical Invention; *Writing Instruction
IDENTIFIERS- *Afrocentrism; Educational Issues; Eurocentrism; Rap Music

Public schools are facing the largest crisis in American educational history. More and more minority students are attending public schools, and traditional methods of instruction are failing to meet their needs. The back-to-basics and belt-tightening movements within public schooling are part of a last-ditch effort to support an elitist education which alienates and represses minority students. Critics suggest that Eurocentric thinking (founded in the philosophy of Aristotle and Plato) seek to control the impoverished classes and to maintain dominance in the Western world. These critics call for a new rhetoric in the classroom based on the "Afrocentric idea," which incorporates Black rhetorical devices. These include the call-response process, indirection (the approaching of a subject in a circuitous fashion), styling (the manipulation of language or mannerisms to favorably influence listeners), and appeals to a subjective or emotional sense rather than Eurocentric logic. A twelfth grade English teacher suggests that to learn from the Afrocentric ideal, educators can: (1) bring rap music into the classroom; (2) let the study of rap lead to a study of what the rappers are saying; (3) incorporate Black studies across the curriculum at every educational level; (4) do away with tracking; and (5) allow oral presentations of students' written work. (SG)

ED 321 269 CS 212 419

see CS 212 440.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Grade 7; Grade 8; Junior High Schools; Language Arts; *Learning Activities; *Listening Skills; *Literature Appreciation; Middle Schools; *Speech Communication; State Curriculum Guides; State Standards; *Study Skills; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Delaware

This book of instructional activities for grades seven through eight contains Delaware's State Content Standards for English Language Arts. The standards were developed in 1985 by a committee of teachers representing all grade levels. Used as a basis for curriculum planning in school districts throughout Delaware, the standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning. While the guide was compiled to suggest ways for teachers to focus their instruction in the classroom, it may bring to mind other ways of presenting instruction based upon the objectives and expectancies which are included in the publication. The guide is divided into sections (or "strands") containing instructional activities on the subjects of: (1) listening; (2) speaking; (3) writing; (4) literature; and (5) study skills. Each section presents general objectives, specific objectives, and suggested procedures. (SG)

ED 321 283   CS 212 440

State Content Standards for English Language Arts. Volume IV: Instructional Activities for Effective Teaching, Grades 9-12.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Sep 89
NOTE- 270p.; For Volumes I, II, and III, see CS 212 437-439.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; Language Arts; *Learning Activities; *Listening Skills; *Literature Appreciation; *Speech Communication; State Curriculum Guides; State Standards; *Study Skills; Teaching

the goals and objectives of the curriculum; thematic contexts for the delivery of prescribed concepts, attitudes and skills; suggestions for planning and implementing the program; activities and background information designed to develop further facility in using the strands of language and process skills; suggestions for relating language arts instruction to essential life skills and other subject areas; and suggestions for using community resources throughout the language arts program. The manual's six sections are as follows: (1) Introduction; (2) Classroom Environments: Emotional and Physical Safety; (3) Evaluation; (4) Scope and Sequence; (5) Themes; and (6) Language Arts Strands (containing large sections on writing, reading, viewing, listening, speaking, and process) (SR)

ED 321 299 CS 506 615

Gibson, Dirk C.
Practical and Constitutional Implications of Legal Advertising.
PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; Court Litigation; *Lawyers; *Legal Aid; Professional Services; Public Relations
IDENTIFIERS- Advertising Effectiveness; *Bates v State Bar of Arizona; First Amendment; Legal Community; Legal Research; Professional Concerns; Sixth Amendment

Recent Supreme Court decisions have fundamentally altered the attorney's right to advertise. This potentially revolutionary revision in prescribed professional communications has paradoxically had ambiguous results. Despite the freedom to advertise, most attorneys forego this opportunity to maximize profits, expand clientele, or merely enhance their images. Although there are promising signs that more attorneys might use public relations or advertising techniques, most attorneys have not taken advantage of promotional opportunities afforded by the Bates v State Bar of Arizona. Few lawyers take advantage of their opportunity to advertise, although it would benefit them, their profession, and consumers. One thing is absolutely certain--legal advertising works. There are at least two Constitutional

Language, Thinking, and Communication: A Developmental
Psycholinguistic Perspective.
PUB DATE- 18 Feb 90
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Developmental Psychology; Inner Speech (Subvocal); *Language Acquisition; *Speech Communication
IDENTIFIERS- Piaget (Jean); *Speaking Thinking Relationship; *Vygotsky (Lev S)

There are a number of views of the relationship between language and thinking. Two prominent figures in developmental psychology, Jean Piaget and Lev Vygotsky, proposed theories of language and thinking which also involve the notion of "communication." For Piaget, thinking develops first, and language comes along as an expression of thought. For Vygotsky, language and thinking are initially separate but come to have mutual effects on one another. Vygotsky's perspective is the most effective at linking language and thinking with communication. Language is seen as first a means of communicating with others, and later as an aid to thinking, which becomes more powerful as "inner speech" than it was earlier. (An appendix contains two transcripts of mother-child puzzle solving interactions.) (SR)

ED 321 314 CS 507 204

Rekert, Deborah M.; And Others
Speech Modification Training for Reticent Speakers: A Comparison of Three Methods.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Communication Apprehension;

Walker, James R.; And Others
Constructing Political Reality in Black And White: Racial Differences in Perceptions of Super Tuesday.

PUB DATE- Jun 90
NOTE- 21p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Audience Response; *Blacks; Communication Research; Information Sources; *Mass Media Role; *Newspapers; *Presidential Campaigns (United States); Public Opinion; *Racial Differences
IDENTIFIERS- Media Coverage; Political Communication; *Presidential Primaries; Voting Behavior

A study examined the perceptions of black and white voters in the 1988 Southern Regional presidential primary (labeled "Super Tuesday") to determine whether or not discernible racial differences exist in the use and impact of political information. Data were gathered by trained interviewers from 678 randomly selected primary-aware respondents in Birmingham, Memphis, and statewide Arkansas. Results revealed that blacks and whites both saw Super Tuesday as important and perceived greater media coverage of the event. Whites high in exposure to newspaper coverage were more likely than whites with low newspaper exposure to perceive the primary as increasing the importance of the South in the nominating process. Blacks high in newspaper exposure were more likely than blacks low in newspaper exposure to perceive increased coverage of Southern primaries by the news media. Likewise, blacks with high levels of interpersonal communication about the campaign were more likely than blacks who talked less about the campaign to perceive higher levels of news media coverage. Additionally, the differences in the relationship between newspaper exposure for white and blacks suggests that blacks are not convinced by white-controlled newspapers about judgmental matters such as the effect of a primary but are convinced about levels of media activity. (Two tables of data are included; 33 references are attached.) (KEH)

ED 321 327   CS 507 223

of Research and Practice Drawn from Conclusions of a Study into Recent Curriculum History.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Comparative Education; *Curriculum Development; *Educational Change; Elementary Secondary Education; *English (Second Language); Foreign Countries; Foreign Culture; International Education; *Program Implementation; Second Languages; Theory Practice Relationship
IDENTIFIERS- *Norway

Studied was the development of the school subject English in the Norwegian compulsory elementary and junior high school system, stressing the period of 1945 to 1970. Historically, the relation of educational reform to the school subject English is described with identification of the influencing forces and mediating agencies. This report is concerned with the curriculum development, change and implementation affecting the societal, the substantive, and the technical/professional domains of the school subject English. Discussed is the role of research and practice in influencing and shaping decisions concerning the development, change, and implementation. Appended are 27 references. (SI)

ED 321 341 EA 021 576

Smith, Stuart C.; And Others
Working Together: The Collaborative Style of Bargaining.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-103-4
PUB DATE- 90
NOTE- 82p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.75 prepaid; $2.50 postage and handling on all billed orders).

(Adelaide, South Australia, Australia, August 17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption (Ideas); Buddhism; Community Cooperation; Conservation (Environment); *Curriculum Design; *Curriculum Development; Educational Change; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Global Approach; Holistic Approach; Humanistic Education; Religious Factors; *School Restructuring; Systems Analysis; Taoism; Values Clarification; Values Education
IDENTIFIERS- *Australia

An analysis of deficiencies of recent curriculum reform efforts in Australia and recommendations for improvement are presented in this paper. Despite criticisms that have been levelled at the educational system, a conclusion is that educators are well prepared to meet the demands for restructuring. What is needed is not merely restructuring, but a new, holistic, "colligative," spirit based on faith, love, and hope to counteract the present pessimistic, fragmented, and reductionistic approach. Borrowing concepts from Buddhism, Taoism, and global ecology, the new perspective is contrasted with the inherently individualistic, destructive, competitive, and antagonistic Western approach. Nine ways in which teachers can build a balanced worldview for personal and global survival are discussed from within a teaching perspective that instills the values of harmony, community, and gaiety. (16 references) (LMI)

ED 321 356 EA 021 961

Connors, Lyndsay
Futures for Schooling in Australia: Nationalisation, Privatisation or Unification? Occasional Paper No. 13.
Australian Coll. of Education, Curtin.
REPORT NO.- ISBN-0-909587-55-8
PUB DATE- 89
NOTE- 26p.; Paper presented at the Biennial Oration of the Queensland Chapter of the Australian College of Education (July 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Centralization; Decentralization; Elementary Secondary

PUB DATE- Mar 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Education Finance Association (Las Vegas, NV, March 15-18, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Economics; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Equalization Aid; *Finance Reform; *State Aid; *State Legislation
IDENTIFIERS- *Arkansas

Act 34, the School Finance Act of 1983, was legislated in Arkansas to provide financial equity for all school districts. The comparison of school equity before and after the passage of the school finance law on 14 different measures is the purpose of this paper. Equity is measured for two different years: 1982-1983, the last year before passage of the act; and 1987-1988, the most recent year with complete data. Bivariate regression is used to test the relationship between revenue per student, the dependent variable, and wealth per student, the independent variable. Pearson's product-moment correlation coefficient, slope, elasticity, and adjusted relationship values are also calculated to show changes in direction and size. Findings indicate that slightly less equity exists in Arkansas schools today than in 1982-1983, and that the school finance suit should be reopened. (LMI)

ED 321 371 EA 021 996

Pavan, Barbara Nelson; Reid, Nancy Andrade
Building School Cultures in Achieving Urban Elementary Schools: The Leadership Behaviors of Principals.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Table 3 may reproduce poorly due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; *Educational Environment; Elementary Education; *Elementary Schools; Females; Goal Orientation; *Institutional Characteristics; Instructional Leadership; *Leadership Styles; *Principals; School

ED 321 387 EA 022 039

Theel, Ronald K.
Using the "Issues Analysis Team" Concept To Develop Administrative Potential.
PUB DATE- 21 Jun 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Collegiality; Cooperation; Data Analysis; Data Collection; Data Interpretation; Elementary Secondary Education; Evaluation; *Management Development; Policy Formation; *Research Committees; Research Coordinating Units; Shared Resources and Services; *Teamwork
IDENTIFIERS- *Syracuse City Schools NY

The factors for an effective administrative task force are examined in this report on the Syracuse school superintendent's Issue Analysis Team. The team, composed of voluntary potential administrators, acts as a special task force to facilitate informed decision making by the school superintendent. Topics discussed are member selection, role functions, career impact, and benefits to participants. Findings based on observation and participation suggest that team success depends on being able to integrate individual strengths and address personal weaknesses. Implementation of the team provides the district with an inexpensive research resource and gives potential administrators the opportunity to develop useful skills for future positions. (LMI)

ED 321 388 EA 022 040

Tannenbaum, Margaret D.
A Survey of Perceptions of and Attitudes Toward Schools of Choice of Various Constituencies.
PUB DATE- Apr 90
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

NOTE- 157p.; Cosponsored by the U.S. Small Business Administration, Venture Magazine, EMC Publishing, Pacific Bell, and the United States Association for Small Business and Entrepreneurship.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; *Economic Development; *Economic Opportunities; Economics; Educational Needs; Educational Trends; Education Work Relationship; *Entrepreneurship; *Futures (of Society); *Global Approach; International Relations; Merchants; Postsecondary Education; Risk; Secondary Education; *Small Businesses; World Affairs; World Problems

This document contains six major papers and a panel discussion presented at a conference on entrepreneurship and the global marketplace, as well as abstracts of reports presented at the concurrent workshops of the conference and a report on the educational film festival held there. The papers and panel are as follows: "Increased International Instruction: A Must for Hire Education" (Simon Fireman); "The Economic Realities of International Trade" (Tom Gray); "Teaching Them How and Where to Get Money" (Arthur Lipper, III); "How to Connect with Foreign Markets" (Abby Shapiro, Paul Horn, Andrew Bendheim, and Jack Wolf, panelists); "A Commitment to Value" (Michael E. McGreevy); and "Entrepreneurship: A Framework for the Futue" (Margaret Gayle). A handout entitled "Seventy-One Trends that May Affect Entrepreneur Education for Future World Markets" (Marvin Cetron) is appended, and a list of conference participants is included in the document. (KC)

ED 321 007 CE 052 261

Dickson, Carol Anne, Ed.
Understanding the Economics of Families. Proceedings of the Annual Conference of the Western Regional Home Management-Family Economics Educators (24th, Honolulu, Hawaii, November 7-9, 1984).
Hawaii Univ., Manoa. Dept. of Human Resources.; Western Region Home Management Family Economics Educators, Corvallis, OR.
PUB DATE- 84
NOTE- 112p.; For related proceedings, see CE 052 262-265. Tables contain small type.
LANGUAGE- English

consists of four major parts. The sourcebook includes a concise, readable synopsis of the content, objectives, a selected annotated bibliography (47 items), and a list of 99 references. The leader's guide provides step-by-step instructions on how to conduct the workshop and suggestions for use of the other parts. Preliminary and follow-up activities are described, as well as those to take place during the workshop. The learner's packet includes materials to be used during the workshop. The last section lists instructional aids--posters and videotapes--and provides TIP (Theory in Practice) sheets and masters for producing overhead transparencies. (YLB)

ED 321 019 CE 053 382

Hearings on H.R. 7, A Bill to Extend the Carl D. Perkins Vocational Education Act. Volume 1 and Volume 2. Hearing on H.R. 7, Reauthorization of the Carl D. Perkins Vocational Education Act and H.R. 22, Tech-Prep Education Act. Volume 3. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 89

NOTE- 1,094p.; Volume 1, Serial No. 101-15; Volume 2, Serial No. 101-16; Volume 3, Serial No. 101-20.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF08/PC44 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Disabilities; Disadvantaged Youth; *Federal Legislation; *Federal Programs; Hearings; Minority Groups; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Improvement; Secondary Education; Sex Fairness; *Vocational Education

The three volumes of this document report the oral and written testimony of persons who testified at hearings on reauthorization of the Carl D. Perkins Vocational Education Act. Persons who testified or submitted written statements included: the U.S. Secretary of Education, the president of the American Vocational Association, the vice-president of the American Federation of

Adiseshiah, Malcolm S.
Illiteracy and Poverty. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Developing Nations; Economic Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; Functional Literacy; *Illiteracy; *Literacy Education; Policy Formation; *Poverty; Program Development; *Public Policy
IDENTIFIERS- India; *International Literacy Year 1990

There is a close connection between illiteracy and poverty at all levels--global, national, and subnational; the countries with the lowest levels of literacy are also the poorest economically. Poverty breeds illiteracy by forcing children to drop out of school to work, and these illiterate people are forced to stay on the lowest levels of the work force and thus remain in poverty. Thus illiteracy in turn reinforces poverty, and poverty is cyclical in families. Women and girls are especially vulnerable to the cycle. In order to break the cycle of illiteracy, a multipronged program against poverty must be carried out. In India and in some other developing countries, every 5-year program has a broad antipoverty component that includes a minimum needs program, an intensified and effective employment program, specific development programs, an assets redistribution program, an increase in the flow of real income, work toward a national income policy, and legislation promoting tenancy reform and surplus land distribution, minimum wages, and equal status for women. Literacy education has a specific role--to train illiterate adults in reading, writing, and arithmetic, to equip them with some income-generating skills, and to raise awareness of societal needs. (KC)

ED 321 033 CE 055 130

Bhola, H. S.

ED 321 045 CE 055 142

Kabatchenko, M. V.; Yasnikova, L. D.
Eradicating Illiteracy in the USSR. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Basic Skills; Continuing Education; Educational History; Elementary Secondary Education; Foreign Countries; Functional Literacy; Illiteracy; *Literacy; *Literacy Education; *National Programs; *Rural Education; Technological Advancement; Womens Education
IDENTIFIERS- International Literacy Year 1990; *USSR

The eradication of illiteracy in Russia has a lengthy history but a systematic literacy campaign began only after the revolution of 1917. The literacy problem was considered to be solved two decades later. Success was due to the following factors: (1) illiterate people were eager to learn; (2) the eradication of illiteracy and preparation for general education were carried on simultaneously; (3) radical social and economic changes were taking place, the campaign had a nationwide character; and (4) teachers were trained to teach reading and writing to all nationalities. In the early 18th century, Peter the Great introduced the Cyrillic alphabet and opened the first public schools. In the second half of the 19th century, the peasants' school system expanded and distance education appeared. However, the demand for education could not be satisfied because the tsarist government deliberately restrained cultural development. In the beginning of the 20th century, only about 22 percent of Russians were literate. In 1918-20, schools increased by 13,000 and 2 million more students enrolled. It was extremely urgent to eradicate technical illiteracy. Four-year factory and workshop schools were started in 1921. By 1939, the USSR literacy rate had reached 81.2 percent. Since then, literacy efforts have been concentrated in rural areas. People of non-Russian nationalities are illiterate in larger numbers. Women's education became a major priority after the revolution. Newly literate people received guidance as to what to read and how to

tailoring an arithmetic program to meet a specific case are: (1) to translate acknowledged needs into relevant educational goals; and (2) to define a coherent and effective system of advancement through those goals. (CML)

ED 321 058 CE 055 155

Dumont, Bernard
Post-Literacy: A Pre-Requisite for Literacy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Education; Adult Education; Adult Literacy; *Adult Reading Programs; Developing Nations; Disadvantaged Environment; Early Reading; Foreign Countries; Functional Literacy; *High Interest Low Vocabulary Books; Illiteracy; Instructional Materials; Literacy Education; *Material Development; Outcomes of Education; *Reader Text Relationship; *Reading Materials; Reading Material Selection; Reading Skills; *Retention (Psychology)
IDENTIFIERS- International Literacy Year 1990; *Post Literacy

Post-literacy is all the means and activities that allow persons who have recently become literate to make use of their skills and to increase and deepen the knowledge acquired. There are many kinds of literacy. What they all have in common is the merciless test of the durability of literacy's effect: After 1, 2, or 5 years, what will the beneficiaries have retained and what uses will they be making of their literacy? Relapse to illiteracy is one of the most serious threats to literacy because it is very widespread and because it leaves its victims, who sacrificed to become literate, more destitute and less motivated. The remedy is post-literacy. The three aspects that are involved in providing post-literacy are the production of materials to which the knowledge acquired can be applied; the creation of a literacy environment; and the possibility of access to higher levels of responsibility for newly literate people. Reading materials for new readers include general interest books, short, easy-to-read popular works that provide practical information; periodicals; publications of a less with other resources? The right to cultural identity is recognized in host countries, notably via courses in the language and culture of origin offered to students of foreign origin. These courses aim to facilitate the scholastic reintegration of children in the case of repatriation. It seems that host countries have come to the conclusion that pupils' knowledge of their culture of origin improves their ability to integrate and avoids the creation of a rift between these children and their parents. Openmindedness toward others becomes an essential element of all educational practice. Since 1970, the Council of Europe has devoted an important part of its educational activities to the education of migrants. (CML)

ED 321 071 CE 055 176

Model Cooperative Industrial Literacy Project Handbook.

Caldwell Community Coll. and Technical Inst., Hudson, NC.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.

PUB DATE- 89

NOTE- 105p.; Copies of newspaper items are marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Corporate Education; Equipment; Evaluation Methods; *Industrial Personnel; *Inplant Programs; Instructional Materials; *Literacy Education; Program Development; Program Evaluation; Program Implementation; Student Recruitment; Teaching Methods

IDENTIFIERS- *Caldwell Community College NC; *Workplace Literacy

Based on a program conducted by Caldwell Community College and Technical Institute, Hudson, North Carolina, this handbook provides guidelines and suggestions for developing a workplace literacy program. The handbook is organized in four sections. The first section introduces the idea of developing a workplace literacy program, including fund-raising and designing the project. The preparation and implementation phase of the literacy project is described in the second section. Topics covered include educating industrial personnel, recruiting and selecting students, scheduling, recruiting and training instructors, developing and implementing the curriculum, class management, selecting and training tutors, and equipment and courseware. Project evaluation

*Vocational Education Teachers
IDENTIFIERS- *Hunter (Madeline); *Wisconsin

This document describes a 3-day Wisconsin vocational, technical, and adult education (VTAE) workshop on instructional supervision in vocational education that was based on the University of California at Los Angeles Teaching Model, Clinical Supervision, resulting from the work of Madeline Hunter. A five-page narrative section describes the model, workshop participants, workshop objectives, a topic outline of the material addressed in the workshop, a workshop agenda, and a description of the methods and materials presented. The workshop objectives were to review the content in the elements of instruction, gather data by conducting an observation in a classroom or laboratory setting, plan and conduct an instructional conference, and analyze other instructional conferences. The bulk of the document contains support materials, including correspondence, a registration form, a list of participants, an agenda, handout materials, transparency masters, a certificate of workshop completion, evaluation rating scales, and participants' comments about the workshop. (CML)

ED 321 084 CE 055 199

Gilbertson, Alan; And Others
Linking Vocational Education to Business/Industry Training Needs. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 30 Jun 89
NOTE- 98p.; For related documents, see CE 055 192-194 and CE 055 196-198.
GRANT- 30-102-150-299
AVAILABLE FROM- Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Continuing Education; *Education Work Relationship; *Employer Attitudes; Inservice Education; *Job Training; Minicourses; Postsecondary Education; *School Business

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Competency Based Education; Cooperative Programs; Coordination; *Educational Cooperation; *Education Work Relationship; *Government School Relationship; Labor Force Development; Marketing; Master Plans; Postsecondary Education; School Business Relationship; Secondary Education; *Statewide Planning; Student Recruitment; *Vocational Education
IDENTIFIERS- *Utah

For Utah residents to remain in the forefront or even stay competitive economically, the state's work force must acquire the knowledge and skills that match or exceed those of their most technically advanced competitors. A powerful engine for economic growth is a high-quality system of vocational-technical education. The majority of Utah public school students are encouraged to consider a concentrated vocational-technical career cluster, with regional planning commissions working to provide greater access to vocational-technical education for rural populations. The Utah State Board for Vocational Education and the Utah State Board of Regents have agreed to their respective governance roles. The core curriculum requires a basic general education so that each student has total access to vocational-technical education and college entry. Scope and sequence for vocational-technical course clusters will be developed. The area vocational centers will offer open-entry/ open-exit, competency-based programs on a year-round basis not tied to the traditional quarter and semester. Regional technical plans will be used to avoid unwarranted duplication and to coordinate offerings, facilities, and equipment. Because secondary and postsecondary programs should reflect actual and projected needs of business and industry, the Liaison Committee may appoint a Market Advisory Committee to counsel the regional and state committees. (CML)

ED 321 098 CE 055 251

State Agency Regulation, Oversight, and Funding of Programs at Proprietary Vocational Schools in New Jersey. Report of the New Jersey Interagency Task Force on Proprietary Vocational Schools.
New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- Mar 90
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

concurrent assessment that will provide results comparable with those of the NALS. (CML)

ED 321 111 CE 055 314

Fourteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. July 1, 1988 to June 30, 1989. Report Number 26.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Vocational Education; Advisory Committees; Basic Skills; Economically Disadvantaged; *Educational Policy; *Employment Programs; *Federal Legislation; Government School Relationship; *Job Training; Management by Objectives; Performance Contracts; *Public Policy; Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982

In regard to the Job Training Partnership Act (JTPA), the National Commission for Employment Policy: supports the states' current ability to establish and operate programs that best meet their needs; believes the role of the private sector in developing, operating, or overseeing job training efforts should not be reduced; and strongly supports both the current performance-based approach mandated in the legislation and efforts to strengthen it further. In addition, the commission also recommends that the U.S. Department of Labor clearly articulate: policy objectives for the program apart from performance standards; specific policy on the provision of basic skills for both youth and adults; objectives about the intensity of training and the type of training appropriate and desirable for JTPA participants; appropriate outcomes and objectives for both in-school and out-of-school youth; and policy concerning the state role in promoting such JTPA performance standards; a summary of studies; descriptions of meetings, hearings, and site visits; comments on the reports of the National Council on Vocational Education; biographies of the commissioners; and a list of 131 commission publications.) (CML)

*Medical Assistants; Medical Services; *Nurses Aides; *Nursing Homes; Nutrition; *Occupational Information; Postsecondary Education; Residential Care; Secondary Education; State Curriculum Guides
IDENTIFIERS- *Pennsylvania

These curriculum materials for preparing nursing assistants in Pennsylvania provide 14 units of secondary and postsecondary instruction. Presented within the topic of the role and function of the nursing assistant are units providing an introduction to health care, communications, infection control, emergency and disaster procedures, and ethical and legal responsibilities. Presented within the section on personal care and basic nursing skills are units on nutrition, common diseases and conditions of body systems, the resident's environment, personal care and grooming, basic nursing skills, resident care procedures, and death and dying. In the section on restorative care is a unit on rehabilitation. The section on mental health and social service needs contains a unit on the psychological effects of aging. An introductory section explains how to use the materials. Each unit contains a summarizing paragraph, a schedule for classroom and clinical work, a list of suggested topics of instruction, terms and their definitions, student objectives, an outline of course content, and a list of learning activities for each objective. Among the learning activities are suggested speakers, supplemental readings, page numbers of suggested quiz-test-study questions in textbooks, individual and group activities, and procedures specific to the course content. A 57-item bibliography is included, along with a list of 63 pamphlets and 184 audiovisual materials. The appendices include a suggested time schedule, a performance checklist index, a task checklist summary, and performance checklists. (CML)

ED 321 126 CE 055 354

Assessing Employer Needs. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 87
NOTE- 27p.; For related documents, see CE 055 355-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

the conversational partner. It provides responses to seven frequently asked questions about pragmatics and the transition from school to working life for special education students. An example of an observational checklist is provided; 3 references are listed; 13 resources, including addresses and telephone numbers of publishers, are included; and a teacher observation form is provided. (CML)

ED 321 143 CE 055 374

Prevocational Training. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 87
NOTE- 15p.; For related documents, see CE 055 354-365, CE 055 369-373, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Disabilities; *Educational Resources; *Prevocational Education; Secondary Education; *Special Needs Students; *State Curriculum Guides; Task Analysis
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Missouri

This module is intended to provide resources to persons interested in developing a prevocational curriculum for handicapped students. It provides nine definitions; discusses the timing, goals, and curriculum for prevocational education; identifies the implications of the Carl Perkins Act for prevocational training in Missouri; and lists the steps in performing a task analysis. A 4-item bibliography, a listing of 20 curriculum materials, and a listing of 11 sources of student materials are included. (CML)

ED 321 144 CE 055 382

Techniques for Teaching the Disadvantaged Student. Missouri LINC should be aware that few diagnostic tools are appropriate for use with adults. Adults with LD should assist in the assessment process, which is useful only to the extent that it helps adults live more fully. A combination of intervention strategies and teaching techniques is most effective in meeting the needs of these adults. Techniques include: assessing learning style and using multisensory techniques; motivating students through feedback and positive experiences; teaching memory techniques and transferable strategies; using compensatory aids such as tape recording, word processing, and computer-assisted instruction; and being organized and clear in instruction. (SK)

ED 321 157 CE 056 069

Kerka, Sandra
Flexible Work Schedules. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-90-100
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Development; Employee Attitudes; Employer Attitudes; *Flexible Working Hours; *Job Sharing; *Part Time Employment; *Personnel Policy; Supervision
IDENTIFIERS- ERIC Digests; *Temporary Employment

Flexible work schedules are one response to changes in the composition of the work force, new life-styles, and changes in work attitudes. Types of alternative work schedules are part-time and temporary employment, job sharing, and flextime. Part-time workers are a diverse group--women, the very young, and older near-retirees. Although part-time jobs are disproportionately lower-wage jobs, a growing number of part-time jobs are in managerial and professional positions. Part-time workers often have extensive commitments to activities and responsibilities outside of work, such as child and elder care, which makes part-time work an provided, ways to design and revitalize guidance programs are suggested, and the roles of various school personnel in the guidance program are defined. "A View From the 'Right': Who Needs School Counseling and Guidance Programs, Anyway?", by Sidney Simon, lists "tongue-in-cheek" reasons for eliminating school counseling programs and dramatically illustrates the importance of counselors in the lives of young people. (NB)

ED 321 170 CG 022 606

Toward a State of Esteem. The Final Report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0846-2
PUB DATE- Jan 90
NOTE- 161p.; For appendixes to this report, see CG 022 607.
AVAILABLE FROM- Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Failure; Alcohol Abuse; Crime; Drug Abuse; Family Life; Poverty; *Responsibility; *Self Esteem; *Social Responsibility; Violence; Work Environment
IDENTIFIERS- *California

This document contains the final report of a California Task Force created to promote self-esteem and personal responsibility. It begins with an executive summary listing key principles of the task force and providing recommendations and discussions in each of six major areas upon which the report focuses. The next section presents the task force's vision and recommended action. Readers are guided into the 21st century as a time when Californians have integrated the principles of self-esteem and of personal and social responsibility into their personal lives and into their families, businesses, governments, and communities. The third section presents a definition of self-esteem and gives a commentary on the definition. Section 4 lists key principles for nurturing self-esteem and personal and social responsibility. Section 5 examines further action and needed research. Section 6 represents the substantive results of the task force's investigation into the relationship between self-esteem and the social concerns of: (1) family (parenting, child abuse, teenage pregnancy); (2) education

ED 321 184 CG 022 625

About the Middle School Years, Book 3. Activity Guide.
Virginia State Dept. of Education, Richmond.
PUB DATE- 85
NOTE- 23p.; For a related document, see CG 022 624.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Career Awareness; Educational Planning; Elementary Secondary Education; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Child Relationship; Parent Responsibility; Parent School Relationship; Program Descriptions; *School Orientation; School Role; *Student Adjustment; *Student School Relationship
IDENTIFIERS- *Virginia

This guide contains a minicourse based upon the content of "About the Middle School Years, Book 3" of the Educational Opportunities in Virginia publications. The minicourse has been designed to help students, with the involvement of their parents, to begin planning for their middle school education. Included in this guide is a sequential series of five 40-minute sessions and one 75-minute guidance session to be conducted with classes of students. The sessions are on the following themes: (1) introduction activity: "What will it be like to be a middle school student?" (2) overview of middle school program of studies; (3) middle school education and its importance; (4) group presentations on previously assigned topics; (5) exploring elective courses; and (6) the relationship between interests and career choices. Two parent sessions are also included, whose purpose is to increase parents' knowledge of early adolescent development and to encourage their use of constructive childrearing methods during the middle school years. (TE)

ED 321 185 CG 022 626

PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counselor Role; Elementary Education; *Elementary School Teachers; *Employee Assistance Programs; *School Counselors; *Social Support Groups

As employee assistance programs become commonplace in business and industry, elementary school counselors are encouraged to use some professional time to help teachers and other school personnel through the development of in-school support groups. This document supports the view that school counselors should become involved in developing support groups for teachers and presents several ideas for developing such groups. It begins by briefly reviewing teacher stress and burnout and other sources of work stress as a way of establishing the need for support groups in the school. A section on starting support groups for teachers looks at types of support groups and presents questions a potential leader might consider in developing a support group. Helpful qualities of group members are identified and hints are given on getting started. The remainder of the paper presents a sampler of topics or themes that may stimulate ideas for readers who wish to begin or enlarge a program of teacher support groups for professional and paraprofessional employees in schools. Topics discussed include: (1) newcomers support group; (2) retiring teachers support group; (3) support groups for teachers experiencing loss; and (4) a list of 26 other ideas and themes. (NB)

ED 321 200 CG 022 645

Zarski, John J.; And Others
The Spectrum Disorders: An Exploratory Study of Family, Social, Individual and Psychological Distress Dimensions.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 89
NOTE- 72p.
GRANT- AACD-5-33908
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons;

A Practitioner's Guide for Community Development in the 21st Century.

PUB DATE- May 90
NOTE- 11p.; Paper presented at the Annual Regional Meeting of the World Futurist Society (13th, Daytona Beach, FL, May 9-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colleges; College Students; *Community; Community Development; *Futures (of Society); *Higher Education; Models

The "pining" for a sense of community, for roots, for a connectedness to others is a basic need that is felt but not understood, that is desired but not practiced, in either college settings or the greater society. Thus, the prevalent rootlessness and transience that students arrive with at college (due to a highly mobile society) is never overcome on college campuses because colleges do not practice what they preach. In reality, little is understood about the dynamics of community and the development of a sense of community is actually inhibited through the policies and procedures of institutions of higher education. Students arrive without an understanding of, or first hand experience with, a functional community and never experience anything to the contrary. Four doctoral students combined knowledge, resources, and interests to develop a model for reclaiming community on the nation's campuses as a student project. The end result, a project called "The Future Residential Community," has become the basis for further research into what the components of community are; how they can be implemented; and how a vision that does not have roots in tighter controls, restrictions, and regulations can be demonstrated to all constituencies of higher education. Colleges and universities must begin lessening distinctions such as those implied in viewing students' lives as separate and unintegrated and categorizing them as either inside or outside the classroom. The same philosophy must be applied to distinctions between faculty, administrators, and staff. It is also logical that intentional communities outside higher education be experienced and studied, that the rich history of communal movements be drawn upon, and that model communities from Trappist monasteries to agricultural communes be explored. (ABL)

ED 321 214 CG 022 663

PUB DATE- 20 May 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Programs; Family Involvement; *Intergenerational Programs; *Literacy; Parent Child Relationship; *Parent Participation; Parent Responsibility; *Parent Role; *Parents as Teachers; Preschool Education; Program Descriptions
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Even Start; *Intergenerational Learning; Literacy Events

A summary of the research on adult literacy indicated factors which make an effective program: recruitment of students centered on personal contacts, individual intake conferences, and sensitive and compassionate teachers with high morale about the program. A summary of the research in preschool literacy programs stressed that factors associated with parents, family, or home environment have a greater impact on achievement than school-related factors. A repeated theme in the research was the need to provide preschoolers with lots of reading and other language arts experiences. The most common model of intergenerational literacy programs involved training parents in the development of their children's literacy. The model used for the Even Start legislation combines adult literacy, preschool education, and parent training. Progress of the adult and family as a learning unit is a major goal; activities are provided to foster general literacy, self-esteem growth, and parent-child literacy experiences. Suggestions for planning an Even Start program include: (1) conduct an assessment of adult and preschool literacy needs in the community; (2) establish priorities based on the needs identified; use these priorities to set objectives for the program; (3) based on the objectives, design the Even Start program; (4) plan the program evaluation as part of the program design; and (5) implement the program as planned, and make refinements and changes as indicated and necessary. (One appendix includes suggestions for planning an Even Start program; 20 references and a copy of "Integenerational Literacy Programs: Even Start" (a set of program guidelines detailing the requirements of the legislation) are attached. (MG)

ED 321 228 CS 010 136

attached.) (KEH)

ED 321 241 CS 010 158

Huber, Tonya
Reading/Literature K-12 and Writing 6-12 Task Force Reports 1989-90. Essential Language Arts Learning Skills.
Oklahoma City Public School System, Okla.
PUB DATE- 8 Aug 90
NOTE- 503p.; Some pages in the appendixes contain light or broken type; some figures are very small.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childrens Literature; Educational Environment; Elementary Secondary Education; *Instructional Materials; *Integrated Curriculum; *Language Arts; Learning Activities; Learning Processes; Literacy; *Reading Instruction; Reading Materials; *Reading Writing Relationship; Theory Practice Relationship; *Writing Across the Curriculum
IDENTIFIERS- Learning across the Curriculum; *Oklahoma City Public Schools; Writing to Learn

Intended for practitioners, this report, along with curriculum materials and instructional recommendations, provides a framework for language, genuine literacy, and learning across the curriculum. The report draws on teachers' collective and individual experiences, ERIC reports, National Council of Teachers of English guidelines and commission reports, national studies, research from numerous sources, and survey results. The report suggests that what is needed is an integrative framework which informs educators about current theory, research, and promising practices in the teaching and learning of genuine literacy and serves as a guide for Oklahoma City Public Schools (OKCPS) to develop more appropriate, stimulating, creative, and academically productive environments for all learners. The report states that the task force identified the following critical experiences in the language arts curriculum: (1) Reading: Transacting with Text; (2) Writing: Composing Texts; (3) Extending Reading and Writing; (4) Investigating Language; and (5) Learning to Learn. While the report focuses on the first experience, reading and extending reading and writing, it reflects commitment to the interrelationships of these experiences in an approach to learning which focuses on the process, not the product. Three tables are included. Appendixes include: cross-cultural and

Literacy; *Story Telling by Children; Story Writing; Young Authors

The focus of the study reported in this paper was the creative process in children's telling of stories (rather than analysis of the stories themselves). Storytelling was introduced as a possible weekly free-play school activity to children aged three to six, and most of the children chose to participate on several occasions. The storytelling of the youngest children differentiated out of imaginative play or conversation but soon became an intentional and bounded activity. Children typically drew on several sources for their stories, and they used several strategies when they had difficulty continuing the story. Smiles and laughter frequently accompanied story telling. Observations suggested that children had clear authorial intentions, that they were aware of themselves as authors, and that they valued their stories. (Author/MG)

ED 321 256 CS 212 402

Black, Susan E.
Improving the Written Communication Skills of Upper Elementary Alternative Education Students by Using a Word Processor.
PUB DATE- 89
NOTE- 70p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Communication Skills; *Computer Assisted Instruction; Grade 5; High Risk Students; Intermediate Grades; Learning Disabilities; Nontraditional Education; Teaching Methods; *Word Processing; Writing Attitudes; *Writing Improvement; *Writing Processes; Writing Skills
IDENTIFIERS- *Childrens Writing

A practicum was designed to improve and expand the writing skills of 13 fifth-grade students placed in an upper elementary school Alternative Education program. The major goal was to provide the students with the means to improve their written output and grammar. Secondary goals were to help the children to think logically about the writing tasks and to enhance student self-images. Students were trained to use the computer and word processor and engaged in such prewriting activities as discussion, determining the main idea and subordinate details, and judging for whom the composition would be written. They kept a daily journal to which the teacher responded in a nonjudgmental manner, and the word processor was used almost daily to improve writing and student

Langley, David
Composition Classroom Anthologies: Some Exploratory Thoughts and Suggestions for Further Research.
PUB DATE- Jul 90
NOTE- 13p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anthologies; Essays; Higher Education; Reader Text Relationship; Reading Writing Relationship; Textbook Content; *Textbook Evaluation; Textbooks; Writing Attitudes; *Writing Instruction
IDENTIFIERS- Commercially Prepared Materials; Reading Motivation; *Textbook Design; Writing Models

A writing instructor, who informally surveyed 11 current essay anthologies to determine why such anthologies discourage students from reading and writing, suggests problems relating to three aspects of physical design. First, many anthologies alienate composition students by their distinctive textbook-styled covers. These covers do not suggest that the essays were written by real people, nor that the essays were written for real-world occasions. Instead, the covers suggest that the essays were written by specially gifted authors of inherently superior intellect and talent. Second, essay anthologies with tables of contents built around modes and developmental patterns almost certainly send the wrong message to student writers as to how their minds work, and how good writing tends to get written. The third physical design flaw of anthologies is the paragraph numbers, placed either in the indentations of paragraphs or in the outside margins of the texts. Such numbers call attention to themselves and away from the essays, suggest reading and writing are mechanical rather than organic activities, and imply that the goal of reading is almost exclusively a chore rather than enjoyment. (Suggestions for further research are included; a list of 12 works cited is attached.) (KEH)

ED 321 270 CS 212 420

Kessler, Kathy
Practice What We Teach: Narratives of Teacher Students.

Methods; *Writing Instruction
IDENTIFIERS- *Delaware

This book of instructional activities for grades nine through twelve contains Delaware's State Content Standards for English Language Arts. The standards were developed in 1985 by a committee of teachers representing all grade levels. Used as a basis for curriculum planning in school districts throughout Delaware, the standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning. While the guide was compiled to suggest ways for teachers to focus their instruction in the classroom, it may bring to mind other ways of presenting instruction based upon the objectives and expectancies which are included in the publication. The guide is divided into sections (or "strands") containing instructional activities on the subjects of: (1) listening; (2) speaking; (3) writing; (4) literature; and (5) study skills. Each section presents general objectives, specific objectives, and suggested procedures. (SG)

ED 321 284 CS 212 441

Rodgers, Molly; Zimmer, Linda M.
Grammar--Practice Book A: Sentences, End Punctuation, Nouns, Verbs.
REPORT NO.- ISBN-0-88309-955-1
PUB DATE- 90
NOTE- 101p.; For other workbooks in this series, see CS 212 442-445.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Capitalization (Alphabetic); Elementary Education; *English; *Grammar; Independent Study; *Learning Activities; Nouns; Punctuation; *Sentence Structure; Verbs; Workbooks

Intended for use by students at any level above grade one, this practice book is designed to familiarize students with the basic elements of a sentence. The practice book then proceeds to nouns and verbs, and then to capitalization and punctuation. The book is self-paced so that students may use it independently, and answers are provided for exercises so that students can check their own work. Readability of the book has been carefully controlled for younger students, but the approach and design of the book make it

justifications for allowing unrestricted legal advertising: the First Amendment's protection for freedom of speech, and the right to counsel contained in the Sixth Amendment. Finally, fears about unprofessional advertising should not deter legal advertising because the benefits outweigh the drawbacks. Still, these conclusions must be qualified somewhat. First, caution is warranted because of the recency of issues and cases involved. Second, numerous authors have confused terms like public relations, advertising, marketing, and promotion. (Seventy notes are included.) (MS)

ED 321 300 CS 506 644

Wilkins, Brenda M.; Andersen, Peter A.
Managerial Gender Communication: A Meta-Analysis.
PUB DATE- Feb 89
NOTE- 50p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989). The seven tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; Meta Analysis; *Organizational Communication; *Research Methodology; Research Problems; *Sex Stereotypes
IDENTIFIERS- Communication Behavior; Management Styles; *Managerial Communication

To examine methodological issues of managerial gender communication, a study conducted a meta-analysis of the primary research of managerial gender communication. The study addressed the following four issues: (1) the inconsistent findings in managerial gender communication research; (2) the potential influence of male and female stereotypes on research methodology and outcomes; (3) the potential influence of expectancy bias and experimenter effect on primary research studies; and (4) the effect of time on managerial gender communication research outcomes. Twenty-five studies were selected for the meta-analysis. The following characteristics were recorded for each study: authors of the study; number of subjects; sex of target, sex of subject; types of variables in each study; statistical tests; statistical findings; correlations; whether methodologies relied on perceptions

Communication Research; Comparative Analysis; *Computer Assisted Instruction; Higher Education; *Public Speaking; Shyness; *Speech Curriculum; *Speech Improvement; Undergraduate Students

IDENTIFIERS- Pennsylvania State University; *Reticence; Speech Research

A study compared Penn State University's computer-aided Reticence Program, for shy/reticent public speaking students, with two existing approaches: (1) oral interpretation and (2) the lectures, demonstrations, and coached rehearsals of more traditional reticence instruction. Thirty reticent students, including 9 males and 21 females, were placed in either a control class, which received the usual vocal delivery instruction of a reticence class, an oral interpretation class, or a third class using computer-aided instruction (CAI). Students in the oral interpretation class showed the greatest increase in fluency, while the control group showed the most improvement in intensity modulation. In all three classes, males had a consistently higher degree of change than females. While the CAI class showed less increase in fluency than the oral interpretation class, they began the study with greater fluency and therefore needed less improvement. Results suggest that when establishing a reticence program, the beginning level of vocal skills, gender-related vocal differences and training requirements, instructor gender, and perception of vocal behavior all must be taken into account. Individualized training, lectures, rehearsals, and presentations all appear to help students improve vocal performance. (SG)

ED 321 315 CS 507 205

Haapanen, Larry

Eisenhower's Farewell Call: Arguing for an Alert and Knowledgeable Citizenry.

PUB DATE- 20 Feb 90

NOTE- 17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)

DESCRIPTORS- *Censorship; Mass Media Role; National Defense; *Political Issues; *Presidents of the United States; *Speeches; Technology; *United States History

Klein, Jeanne
Censorship Battles in University Theatre for Young Audiences.
PUB DATE- 5 Aug 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Alliance for Theatre and Education (Minneapolis, MN, August 4-8, 1990). Illustrations are not included.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Censorship; Childhood Attitudes; Elementary Secondary Education; Family Attitudes; Higher Education; *Intellectual Freedom; Parent Child Relationship; *Teacher Student Relationship; *Theater Arts
IDENTIFIERS- *Childrens Theater; Controversy

Some parents fear that what their children learn in school theatre programs departs from family values. School theatre proponents have opened a Pandora's box by promoting theatre's potential to teach, rather than focusing solely on its aesthetic goals. Both sides in the theatre censorship controversy share the misperception that theatre causes behavioral changes, when in fact there is no proof of causation. Furthermore, directors cannot control audiences' interpretations of plays, even if the audiences consist of children. An overriding fear is self-censorship. There is a concern among school play directors that a particular play might prompt theatre program opponents to harass a school board over some highly exaggerated controversy. A teacher finds herself "editing" suggestive and loaded words and gestures as well as sexist and racist references out of scripts, for fear of criticism. School play directors must continue to select worthwhile scripts based upon what teachers know about children; to direct challenging plays; and to educate audiences. Directors can prepare for controversy by: (1) avoiding inflammatory concepts while highlighting positive themes; (2) allowing teachers a sense of ownership in play selection; and (3) evaluating plays in advance on paper. Teachers must empower children to express freely their perceptions of their theatre. (SG)

ED 321 328 CS 507 224

Brillantes, Robbie M.; And Others
A Comparative Analysis of Mediated Instruction: An Exploratory Study.
PUB DATE- Feb 90

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Collective Bargaining; *Cooperation; Elementary Secondary Education; Guidelines; *Labor Relations; Program Implementation; *Teacher Administrator Relationship; *Unions
IDENTIFIERS- Adversarial Approach; *Professionalism; *Teacher Status

Although conventional collective bargaining has helped teachers achieve greater professional status, its win/lose approach causes participants to overlook shared educational objectives. Since the first experiments in win/win bargaining, the acrimony generated by the adversarial process has led an increasing number of school districts to incorporate trust, problem-solving, and cooperation into their bargaining procedures. This book describes ongoing experiments with collaborative bargaining, using information gleaned from journal and newspaper articles, reports obtained through ERIC database searches, and telephone interviews and correspondence with personnel in districts employing collaborative bargaining. Insights are shared regarding the most effective collaborative bargaining procedures and pitfalls threatening the process. Chapter I reviews teacher union achievement, the pros and cons of union membership, teachers' professional image, and the unions' role in school reform. Chapter 2 examines collective bargaining as traditionally implemented in industry and education and lists reasons for current efforts to restructure the process. Chapter 3 addresses whether the collaborative style can compete with traditional adversarial bargaining as a method of securing higher teacher salaries and benefits. In chapter 4, specific district models are presented to show how districts have adapted collective bargaining processes to their specific situations, focusing on drawbacks and necessary modifications. Benefits and common elements are also summarized. Chapter 5 offers 24 guidelines to consider before, during, and after implementing collaborative bargaining. An appendix presents position statements by four national educational organizations. (50 references) (MLH)

ED 321 342 EA 021 577

Crampton, Faith E.
Fiscal Policy Issues and School Reform. ERIC Digest Series Number EA

Education; Foreign Countries; Governance; Government Role; *Government School Relationship; Institutional Autonomy; National Programs; Participative Decision Making; Private Sector; *Privatization; School Based Management; School Organization; Teacher Effectiveness; Teacher Employment; Teacher Qualifications
IDENTIFIERS- *Australia

An analysis of Australia's two conflicting trends in school governance and their effectiveness in meeting two major educational challenges is the purpose of this paper. Nationalization, which refers to greater centralization and increased national regulation; and privatization, which refers to decentralization, deregulation, and increased local autonomy, are the two dominant perspectives on school governance. The country's two major educational challenges include the extension of a full, formal secondary education, and the maintenance of teaching quality. A conclusion is that school governance cannot be reduced to simple issues and should include participation in decision making at all levels. A recommendation is made for the development of a comprehensive, unified educational system, with a focus on increased support from higher education for teaching, to meet the nation's two educational challenges. (9 references) (LMI)

ED 321 357 EA 021 966

Hayward, Gerald C.
High School Curriculum and University Admission Requirements: A Critical Linkage. Position Paper No. PP87-4-4R. A Report for the Intersegmental Task Force on Assembly Concurrent Resolution 73.
Policy Analysis for California Education, Berkeley, CA.
PUB DATE- Apr 87
NOTE- 42p.
AVAILABLE FROM- Publication Sales, Policy Analysis for California Education, School of Education, University of California, Berkeley, CA 94720 ($3.50 prepaid, payable to the Regents of the University of California).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Admission; College Bound Students; *College Preparation; *Curriculum Development; *Curriculum Enrichment; Higher Education; High Schools; *Secondary School Curriculum
IDENTIFIERS- *California

The adoption of more rigorous California Sate University (CSU)

Demography; Social Environment; Time Management; Time on Task; *Urban Schools

Identification of principals' instructional leadership behaviors and the time they spend involved in the process of school improvement is the purpose of this study. A second focus is on the ways in which principals build school cultures. The Principals Instructional Management Rating Scale (PIMRS) (Hallinger 1983), the National Task-Time Survey (NTTS) (Howell, 1980), and semistructured interviews with principals were used to collect data. The sample included all principals and 151 teachers (97 percent) in the five most effective Chapter I elementary schools participating in a school improvement program. Principals indicated that their most frequent behaviors were related to academic concerns, followed by interactive behaviors, and then by behaviors requiring intensive time commitment. Purkey and Smith's model of four process variables, or culture concepts, necessary to sustain a productive school culture are applied to the principals' reported behaviors. They include collaboration, community, expectations, and order. Findings indicate that most principals have internalized the norm of high expectations for their students and teachers, and were least concerned with behaviors related to maintaining order. Recommendations call for building positive school cultures to promote academic success, and for providing principals with the necessary knowledge and training. The primary focus should be on the development of a sense of community and collaboration, with an understanding of culture concepts. Tables present the statistical results of the three methodologies. (21 references) (LMI)

ED 321 372 EA 021 998

Kirkwood, Antoinette A.
Influence of Vocational Decidedness on Dropout Prevention.
PUB DATE- Mar 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Education; Career Guidance; Career Planning; College Bound Students; College Preparation; Curriculum Design; Curriculum Development; *Dropouts; *High Risk Students; Noncollege Bound Students; Quality Circles; School Holding Power; Secondary

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; Administrator Attitudes; Administrator Characteristics; *Attitudes; Elementary Secondary Education; Parent Attitudes; *Power Structure; Private Schools; Public Schools; *School Choice; Student Attitudes; Teacher Attitudes; Teacher Characteristics

The assessment of attitudes and perceptions of various groups toward the school choice issue is the purpose of this exploratory study. A nonrandom pilot study administered to 342 parents, administrators, board members, and students used bivariate and univariate analyses to compare attitudinal differences. Findings indicate that attitude toward the choice issue depend on the degree of power held in the current school system. Those groups with the least power, such as parents, students, and new teachers, favor the option, and those groups with more power and control, such as administrators and board members, support the present system. An annotated bibliography and tables of survey responses are included. (LMI)

ED 321 389 EA 022 041

Caruso, Joseph J.
Supervisory Roles and Responsibilities of Principals to Teacher Leaders and Novice Teachers in Four Connecticut Schools: A Close-Up Look.
PUB DATE- Apr 90
NOTE- 118p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Some pages contain faded, light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; *Beginning Teacher Induction; Educational Administration; Elementary Secondary Education; Instructional Leadership; Interprofessional Relationship; Leadership Styles; Principals; Professional Development; Supervision; *Supervisory Methods; *Teacher Administrator Relationship; *Teacher Orientation; *Teacher Supervision

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Automation; *Consumer Economics; Consumer Education; Employed Women; Energy Conservation; Family Life; *Family Life Education; Home Economics; *Home Management; Investment; Microcomputers; *Money Management; Purchasing; Retirement Benefits; Sex Differences; Time Management; Volunteers

These proceedings consist of 14 papers some of which are followed by responses or discussant comments. The papers are: Thrifty Food Plan: New and Improved" (Cude, Walker); "Automated Teller Machines: Perceived Impact on Consumer Spending" (Greninger, Kitt, Hampton); "A Comparison of the Attitudes and Behaviors of Utah Men and Women in Their Roles as Primary Household Food Shoppers" (Langrehr, Langrehr); "Self-Employed Women's Use of Time" (Longstreth, Stafford, Mauldin); "A Demographic Profile of Investors in Nevada" (Zimmerman, Tripple); "The Norris Case: Implications and Applications of the Supreme Court Decision on Pension Plan Benefits" (Emberson); "Supporting Adult Volunteers as Non-Formal Educators" (Fong); "Evaluation of Economic Impact of Kentucky State University's Family Development and Management Program" (Jeffiers); "Financial Management Practices of Remarried Families" (Lown); "Time Used for Household Work: Comparisons for Farm, Rural Nonfarm, and Urban Women" (Meiners, Olson); "An Investigation of Economic and Other Factors Influencing Rural Families Energy Use Decisions" (Pedersen); "Using Microcomputers in Family Economics and Home Management" (Wesswick); "The Effect of Structural Modification on Energy Conservation Behaviors" (Beck); and "Education and Earnings of Young Men: Effects of Living in a Single-Parent Family" (Krein). An addendum contains four additional papers: "A Path Approach to Income Utility and Distribution in the Household" (Berry); "Household Equipment--An Anachronism?" (Burton); "Economic Pressures on Women: Update" (Drennen, Makela); and "A Comparison of Two Personal Financial Management Programs--'Dollars and Sense' and 'Home Accountant Plus' for the IBM PC" (Onodera). (YLB)

ED 321 008 CE 052 262

Berry, Ruth E., Ed.
Proceedings of the Annual Conference of the Western Regional Home Management-Family Economics Educators (25th, Scottsdale, Arizona, November 6-8, 1985).

Teachers, and officials of many other professional and educational associations; superintendents of state departments of education and city school systems; administrators of community and technical colleges; and representatives of business and labor. The testimony addressed the effectiveness of the present Perkins Act and its strengths and weaknesses and suggested amendments that would improve its implementation, particularly in regard to disadvantaged youth. (The text of the proposed amended legislation is included in the report.) (KC)

ED 321 020 CE 054 714

Moore, Michael G.
New Technology: Lessons from the Open University.
PUB DATE- 87
NOTE- 10p.; Paper presented at the Annual Conference on New Technology in Higher Education: Acquisition, Integration, and Utilization (6th, Orlando, FL, February 16-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; Adult Education; Curriculum Development; *Distance Education; Educational Improvement; *Educational Practices; *Educational Technology; Educational Trends; Extension Education; External Degree Programs; Futures (of Society); Higher Education; Nontraditional Education; *Open Universities; Teaching Methods; *Telecommunications
IDENTIFIERS- *Open University (Great Britain)

The Open University is recognized as a model of innovation in higher education, not merely for advances in the use of communications technology, but also for demonstrating the applications of such principles of technology as systems design, division of labor, and management by objectives to the educational tasks of course development, instruction, and learner support. Some of the lessons that can be learned from experience with the Open University in Great Britain are the following: (1) new technology means new structures--higher education can be available to many more people and on adult terms; (2) course design includes study guides, textbooks, films, radio programs, audio- and videotapes, and computer-based activities--all elements that can be incorporated in other programs; (3) a learner support system is vitally important--such a system is facilitated through correspondence study; (4) mass-produced course materials require

Literacy for Survival and for More than Mere Survival. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Developed Nations; *Developing Nations; Economic Development; *Educational Needs; Elementary Secondary Education; Foreign Countries; *Functional Literacy; *Literacy Education; Program Development; *Public Policy
IDENTIFIERS- International Literacy Year 1990

Human survival means more than purely physical survival. Human beings, because of language, also have a cultural nature that must survive. In today's world, all speak, but more than one-fourth of the world's people--and more than half in developing nations--do not have the uniquely human capacity of reading and writing. The diffusion of literacy worldwide has been politically, socially, and economically thwarted. Nonliterate persons do not demand literacy because people do not always recognize their self-interests. Illiterate people are excluded from defining their own world and from contributing to collective knowledge, history, and culture. Literacy is intimately connected to knowledge--one must read something. Literacy brings the reader into touch with modern, scientific, nontraditional knowledge, which is available primarily in print. Literacy is necessary for health, economic development, and social, political, and cultural survival. In this International Literacy Year, individuals, governments, and voluntary organizations must make literacy work for human survival and a more humane existence. (KC)

ED 321 034 CE 055 131

Chelikani, Rao; Khan, Rahat Nabi
The Contribution of Volunteers to Literacy Work. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.

take notes. (CML)

ED 321 046 CE 055 143

Lasam, Gloria Z.
Philippines: Mobile Tent School for Selected Communities. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; Adult Education; Basic Skills; Disadvantaged; Educational History; Elementary Secondary Education; Foreign Countries; Health Education; Illiteracy; Labor Force Development; Literacy; *Literacy Education; Minority Groups; *Mobile Classrooms; National Programs; *Nonformal Education; Nutrition; *Rural Education; Success
IDENTIFIERS- International Literacy Year 1990; *Mobile Tent Schools; *Philippines

The Philippines received the literacy award from Unesco in the 1986 International Literacy Day competition. The award was for the mobile tent school (MTS), an alternative school that can reach out to the most remote and deprived areas where groups of ethnic minorities exist whose cultures have resisted the lure of civilization. The nongraded MTS for seven tribes implemented the findings of a literacy survey in the Cagayan Valley region. Ninety educators served as field researchers and experimental teachers. A collection of indigenous teaching materials was developed, the training needs of teachers were identified, and policies that conflict with the minority tribes were identified. The researchers' training included measures to ensure their safety, since some tribes had a history of headhunting. The nonformal education program of the MTS provides four categories of essential learning: family and community life, literacy and numeracy, health and nutrition, and livelihood. The mobility of the tent is important, given the fact that the tribes move as they search for food. The success of the MTS depends on the teacher. (CML) didactic, more entertaining nature, such as comic strips; calendars, posters, leaflets, and booklets; and audiovisual media. Because most of the world's illiterate people live in an environment virtually bereft of written material of any kind, the cooperation must be sought of all decision-makers in those areas who are in a position to contribute to the multiplication of public, written information. No literacy project can be effective without attending to post-literacy. (CML)

ED 321 059 CE 055 156

Robinson, Clinton D. W.
Literacy in Minority Languages: What Hope? Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *Community Education; Educational Policy; Elementary Education; Foreign Countries; Literacy; Literacy Education; *Minority Groups; National Programs; Native Language Instruction; Official Languages; *Oral Language; Sociolinguistics; *Unwritten Languages
IDENTIFIERS- International Literacy Year 1990

Many minority languages are unwritten, undocumented, and thus considered unsuitable for institutional communication and for inclusion in national literacy campaigns. Literacy should be set in a context that puts the local people at the center of the process, respects their cultural identity, and enables them to set their own agenda for socioeconomic and cultural development. Within such an orientation, literacy in minority languages finds its justification, since it will enable genuine two-way communication in which local self-expression is at least as important as the transmission of information and messages to the local community. Issues related to minority language literacy include the following: (1) many languages have only hundreds of speakers; (2) many of these languages are marginal to the mainstream of national life; (3) some people think minority language literacy impedes national unity; (4) some people favor a national language; and (5) resources is examined in the third section of the handbook. Evaluation methods suggested are student and instructor surveys, student testing, and management surveys. The final section offers suggestions for replicating the project. Extensive appendixes include an outline of steps for implementing the project, a job description for the project coordinator, a training outline, blank forms, a training schedule, scope and sequence of reading instruction, readability ratings of selected adult basic education materials, student interview forms, lesson plan and quarterly report forms, questionnaires, a printout of the results of the first implementation of the project, and replications of news items pertaining to literacy. (KC)

ED 321 072 CE 055 177

Ryan, James T.
District 1199C Training & Upgrading Fund. A Manual for Union-Management Educational Partnerships.
District 1199C Training & Upgrading Fund, Philadelphia, PA.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Cooperative Programs; Educational Finance; Employer Attitudes; Industrial Education; *Inplant Programs; Institutional Cooperation; *Labor Education; Postsecondary Education; *Program Administration; *Program Development; *Unions

This manual provides guidelines for developing and implementing employee educational programs with the cooperation of unions and management. It establishes the need for such programs by explaining the current and future demographics of the workplace, then suggests ways to determine the need for education in any particular company. Information follows on structuring programs, using consultants, and setting up a formal partnership between unions and management. Types of training are described, and the curriculum content and logistics of training are discussed. Finally, student recruitment, costs, funding sources, and evaluation methods are outlined. Appendixes include a bibliography, lists of sources concerning

Relationship; Seminars; *Technical Institutes; Vocational Education; *Vocational Schools; Workshops
IDENTIFIERS- *Wisconsin

A study investigated the processes Wisconsin's businesses and industries use to identify training and retraining needs and the mechanisms they use to communicate these needs to the state's vocational, technical, and adult education (VTAE) system. Data were collected by a survey questionnaire sent to a representative sample of 361 Wisconsin firms. The questionnaire had been developed after interviews with training or human service directors at a selected number of Wisconsin firms. The sample was equally divided between service and production-manufacturing firms and reflected those firms with either 1-19, 20-99, 100-499, or 500 or more employees. Among the major findings reported were that: (1) many companies are familiar with and use the training resources available in Wisconsin's technical colleges; (2) the characteristics that companies believe are important in good training programs are practical content, knowledgeable instructors, timely course offerings, and cost-effectiveness; and (3) the barriers to technical colleges providing training for firms are that the colleges lack programs or expertise in some areas, firms do not know whom to contact at the college, employees cannot be released to attend classes, some companies fear that they will not receive the same level of training in all VTAE districts, the colleges' schedule-calendar does not match all companies' training schedules, and some companies do not have a well-defined training or human resource development unit. (The document includes recommendations, detailed survey results, and a copy of the questionnaire.) (CML)

ED 321 085 CE 055 227

DACUM Analysis and Validation Study. Executive Summary.
Ohio Continuing Higher Education Association.
PUB DATE- Jul 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Qualifications; *Administrator Responsibility; *Administrator Role; *Administrators; *Continuing Education; Continuing Education Units; Management Development; Postsecondary Education; Professional Associations; Task Analysis
IDENTIFIERS- *DACUM Process

DESCRIPTORS- *Accountability; Consumer Education; *Educational Administration; Educational Policy; *Government School Relationship; Postsecondary Education; *Proprietary Schools; School Statistics; State Licensing Boards; *State Standards; *Technical Institutes; Vocational Education
IDENTIFIERS- *New Jersey

The role of state agency regulation, oversight, and funding of programs at New Jersey's private, postsecondary trade schools was examined through meeting participation, review of existing regulations, and interviews with agency staff. Findings were as follows: (1) proprietary vocational schools play a large role in New Jersey's postsecondary educational system; (2) the licensure, regulation, and funding of proprietary vocational school programs is scattered among at least six state agencies; (3) the development of educational policy and oversight of proprietary vocational schools is not a central mission or major activity of any state agency; (4) the agencies do not have sufficient resources and staff expertise to maintain an adequate level of oversight of the educational programs offered; (5) none of the state agencies maintain contact or share information with the proprietary school accrediting associations; (6) there are no common standards among agencies for school licensure, on-site monitoring, educational program accountability, or skills assessment for placing poorly prepared students; (7) there are no consistent standards for protecting the consumer's interest through prorated tuition refund policies or adequate financial protection against sudden school closures; (8) there are few formal mechanisms for regular exchange of data, program reviews, results, or notification of events such as school closures; (9) no one conducts systematic collection, tabulation, and publication of basic data about school performance measures such as dropout rates, graduation rates, and placement rates; and (10) the adequacy of state regulation of proprietary vocational schools has become a national issue so that the New Jersey situation is not unique. (CML)

ED 321 099 CE 055 252

Ihle, Elizabeth L.
Free Black Adult Education before the Civil War.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English

ED 321 112 CE 055 318

D.C. Government. Information on the Police Recruit Training Program. Fact Sheet for the Ranking Minority Member, Subcommittee on the District of Columbia, Committee on Appropriations, House of Representatives.

General Accounting Office, Washington, DC. General Government Div.

REPORT NO.- GAO/GGD-90-68FS
PUB DATE- May 90
NOTE- 43p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies, $2.00 each; 100 or more, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Educational Policy; *Educational Practices; *Police; *Police Education; Postsecondary Education; Teacher Education; *Teacher Qualifications
IDENTIFIERS- *District of Columbia

This report answers four questions posed by Congress concerning the polic recruit training program in the District of Columbia. Information was gathered at the policy academy and at police headquarters through records and interviews and by visits to the Commission on Accreditation for Law Enforcement Agencies and to three police departments. The study's findings were as follows: (1) there have been changes in the police academy course of study and academic requirements, although the academy did not document the changes and the reasons for them; (2) although there was little documentation, it appears that at least five recruit termination recommendations were overturned by officials above the director of training level; (3) police academy instructors are selected through a formal selection process and receive both classroom and on-the-job training; and (4) a process exists for the police department to acquire accreditation for its training academy, and other avenues for the process may also be available. (KC)

ED 321 113 CE 055 319

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Disabilities; Disadvantaged Youth; Educational Resources; *Employer Attitudes; Employment Potential; *Employment Projections; *Job Analysis; Job Placement; Job Skills; *Labor Needs; *Needs Assessment; Program Development; Secondary Education; Special Needs Students; Vocational Education
IDENTIFIERS- *Missouri

This module provides strategies for educators who want to assess employer needs in their communities. In addition, it provides guidelines for organizing and using the information once it is compiled. The guide includes a list of definitions and uses a question-and-answer format to discuss the best method for assessing employer needs, deciding whom to survey, organizing the information, creating filing systems, visiting employers, using other methods of assessing employer needs, developing job descriptions, profiling students, placing students in jobs, developing job retention skills, and finding job openings for special needs students. Samples of forms used to assess information about employer needs, construct a matrix of employability skills, and analyze jobs are provided, with four references. (KC)

ED 321 127 CE 055 355

Assuring Equal Access in Recruitment, Enrollment and Placement of Handicapped and Disadvantaged Students in Vocational Programs. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 87
NOTE- 15p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; Disadvantaged Youth; Educational Resources; *Equal Education; Instructional Materials; Program Development; Publicity; Secondary Education; *Special Needs Students; Student Placement; *Student Recruitment; Vocational Education
IDENTIFIERS- *Missouri

This module addresses the issue of ensuring equal access to

Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 85
NOTE- 12p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 383-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; *Disadvantaged; Motivation; Relevance (Education); Role Playing; Secondary Education; *Special Needs Students; Success; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; Vocational Education
IDENTIFIERS- *Missouri

Disadvantaged students have difficulty adapting to conventional school programs because they do not possess the basic academic skills necessary to succeed, have a limited perception of the value of education, lack the motivation to achieve, lack self-confidence, and tend to rely on others for support. Programs that ensure the success of these students can build their self-concept. Techniques used in such programs include developing simple, clear, short-term objectives; praising students for correct answers; expecting students to succeed; using active listening techniques; using simulation activities that encourage class discussion and critical thinking; and using activities that promote the involvement of all students. To counteract negative behaviors of disadvantaged youth, teachers can use rewards and encouragement rather than punishment; use specific rather than general statements; develop rapport with parents through home visits; show practical application of what is taught; provide continuous feedback for socially approved behavior; and accept the student as a person. Other suggestions for teachers are to involve motor activities whenever possible, stress actions rather than tests, use role playing, appeal to a broad array of senses and learning styles, offer tasks for extra credit, avoid grading all students with the same criteria, and give out study sheets for new units. Teachers can increase a student's motivation by showing a personal interest. Successful teachers are flexible, innovative, and creative at making the program student oriented. (The document also includes a list of 37 techniques for working with vocational education students.) (CML) appealing option. Temporary workers are a fast-growing segment of the labor force. Temporary jobs provide scheduling freedom and variety for workers, and businesses often use contingent workers for cost containment and staffing flexibility. One response to a shortage of permanent, career-status part-time jobs is job sharing, typically an arrangement in which two people share one full-time job. Successful job sharing depends on the commitment of job partners and willingness of supervisors to be flexible. Flextime schedules allow variability in the starting and ending times of the work day. Flexible working hours can result in higher motivation and job satisfaction. A diverse work force and potential labor shortages imply that an array of scheduling options should be offered. Greater demand for alternative work schedules will require changes in the practices and attitudes of employers and employees, such as rethinking organizational structures and task assignments, altering supervisory styles, conceiving new methods of performance appraisal, and preparing flexible, self-directed workers. (SK)

ED 321 158 CE 056 070

Lowry, Cheryl Meredith
Helping At-Risk Youth Make the School-to-Work Transition. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-90-101
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Agency Cooperation; *Articulation (Education); *Coordination; *Delivery Systems; Disadvantaged Youth; *Education Work Relationship; Employment Potential; *High Risk Students; Job Skills; Secondary Education
IDENTIFIERS- ERIC Digests

School-to-work transition services are intended to help youth develop the skills and attitudes they need to find and keep (schools and academic failure); (3) substance use and abuse; (4) crime and violence; (5) poverty and chronic welfare dependency; and (6) the workplace. Each major area is organized in two parts: first, general findings, and then policy recommendations with supporting data and program examples. Section 7 gives brief personal statements from task force members and section 8 consists of a brief conclusion. (NB)

ED 321 171 CG 022 607

Toward a State of Esteem. The Final Report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility. Appendixes.

California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0854-3
PUB DATE- Jan 90
NOTE- 122p.; For the final report, see CG 022 606.
AVAILABLE FROM- Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Responsibility; *Self Esteem; *Social Responsibility
IDENTIFIERS- *California

The materials in these appendices are offered as a supplement to the findings and recommendation in the final report of a California task force created to promote self-esteem and personal responsibility. They include an extensive bibliography of self-esteem resource materials, a listing of self-esteem program resources, an outline of the work being done by the various county task forces in California, and copies of the legislation relevant to this task force's mission. Appendix A lists the California County Task Forces for Self-esteem and Personal and Social Responsibility. Appendix B provides a resource inventory of programs having self-esteem components. It includes programs in California listed by county and programs outside of California. Appendix C describes programs, projects, and curricula in self-esteem and personal and social responsibility. Appendix D lists relevant books, periodicals, dissertations, audiotapes, and videotapes. Self-esteem assessment instruments are described in appendix E. Appendices F, G, and H list agencies and organizations, publishers and distributors, and human resources, respectively. The final appendix includes California legislation on self-esteem and

About High School. Educational Opportunities in Virginia, Book 4.
Virginia State Dept. of Education, Richmond.
PUB DATE- 84
NOTE- 118p.; For Book 1 see ED 290 559. For related documents, see CG 022 623-629. For teacher's activity guide, see CG 022 627.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Descriptions; Educational Planning; Graduation Requirements; *High Schools; Program Descriptions; *School Orientation; Secondary School Curriculum; State Curriculum Guides; *Student Adjustment; *Student School Relationship
IDENTIFIERS- *Virginia

This booklet provides information about high school in Virginia for students and their parents. Chapter 1, "Entering High School," offers descriptions of course options in all the subject areas of both academic and vocational education, along with advice on studying and on solving problems having to do with coursework. Chapter 3 describes "Special Programs and Activities" including guidance and counseling, career education, the testing program, programs for gifted and talented students, advanced placement and honors programs, remedial programs, summer school, the library media program, the school social work/visiting teacher program, the school psychology program, programs for handicapped students, the school nurse program, homebound and hospital programs, extracurricular activities, and extra costs. Chapter 4 describes a wide variety of different career categories and their educational requirements, and it also provides information on applying for work permits, social security cards, and jobs, as well as interviewing and looking for part-time or summer work. A course planning sheet is included. (TE)

ED 321 186 CG 022 627

About High School, Book 4. Activity Guide.
Virginia State Dept. of Education, Richmond.
PUB DATE- 84
NOTE- 14p.; For a related document, see CG 022 626.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Family Role; *Homosexuality; *Psychological Characteristics; Social Support Groups; *Stress Variables; Well Being
IDENTIFIERS- *Homophobia

Although there is literature on Acquired Immune Deficiency Syndrome (AIDS), empirical research on family, social, and individual factors that may influence the psychological distress experienced by AIDS, Aids-Related Complex (ARC), Human Immunodeficiency Virus positive (HIV+) and worried well individuals is limited. This study explored the importance of family variables, social support, and homophobia regarding their influence on the psychological distress experienced by homosexual/bisexual men at varying levels of risk for AIDS. The 162 subjects were divided into the following groups: 60 HIV spectrum disorder (including persons with AIDS, ARC, and HIV+), 61 untested, and 41 tested negative. All subjects were homosexual or bisexual men who volunteered for the study. Subjects completed the Symptom Checklist-90 Revised, the Nungesser Homosexual Attitudes Inventory, the Perceived Social Support from Friends and Family scales, and the Family of Origin Scale. Results indicated that the HIV spectrum disorder group experienced significantly greater psychological distress than the untested or test negative groups. Self-perceived levels of health relative to family of origin experiences were below average for all groups, social support from friends was significantly greater than that reported for family, and level of internalized homophobia was significantly greater for the test negative groups only. (Implications for counselors working with homosexual and bisexual men are provided. Eight pages of references and 37 tables of data are included.) (Author/NB)

ED 321 201 CG 022 646

Vacc, Nicholas A.
Developing Opportunities for Professional Counselors.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- Apr 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Cancer; *Coping; *Counseling Techniques; Counselor Attitudes; Depression (Psychology); Family Role; *Social Support Groups; *Stress Variables

Edinboro, Lawrie M.
Battered Women, Their Siblings and Batterers in Canada.
PUB DATE- 11 May 89
NOTE- 20p.; Paper presented at the Children's Center Spring Conference (10th, Detroit, MI, May 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; Family Problems; *Family Violence; Foreign Countries; Trend Analysis; Victims of Crime
IDENTIFIERS- Canada

The violence women experience in battering is both physical and psychological. A study in 1980 found that 1 in 10 women was hit, kicked, beaten, punched and terrorized by her husband or partner in Canada. Children living in battered homes may suffer a higher risk of direct physical or sexual abuse and many are neglected. Some progress has been made in an attempt to improve protection of battered women. The greatest concern of these women is the ineffectiveness of court orders instructing batterers to keep peace and have no contact with their wives or children. Violence is learned behavior. Men who batter make a series of rational decisions about violence including whether to hit their wives where it shows or punch them a little. There are 45 programs in existence across Canada for men who batter; counseling is provided together with group and family therapy that develops a network connecting these people after completion of official therapy sessions. Goals for battered women include ensuring that criminal justice programs are used to expand women's options; that those in the justice system increase their understanding of wife battering; and that criminal justic agents recognize that justice for battered women as well as strength of the justice system is ultimately rooted in the community. (ABL)

ED 321 215 CG 022 664

Olson, Alton T.; And Others
Explaining Human Behavior.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

Kucer, Stephen B.
Understanding Literacy Lessons: Do Teachers and Students Talk the Same Language?
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.; University of Southern California, Los Angeles. School of Education.
PUB DATE- Nov 89
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; Case Studies; *Classroom Communication; Classroom Research; *Cloze Procedure; Field Interviews; Grade 3; Hispanic Americans; *Instructional Effectiveness; Primary Education; Reading Instruction; Reading Skills; Teacher Role; *Teacher Student Relationship; Teaching Methods; Whole Language Approach
IDENTIFIERS- *Literacy Events

This study examined the relationship between teacher and student understandings. Subjects consisted of 26 third-grade students, of whom six were chosen for case studies, in a school in a large metropolitan area. All students were Latino, bilingual, and from working class homes. Modified cloze lessons were taught, and three types of data were collected with regard to the lessons: video tapes and field notes of the lessons observed, literacy artifacts, and teacher and student interviews. The focus of the data analysis was to discern how the various participants in the lesson (students, teachers, and ethnographer) understood the activity and the degree to which these understandings were shared across participants. Field notes indicated that the only issue which emerged was that at times the children had difficulty in using the information presented after the blank to judge the meaningfulness of their responses. Literacy artifacts indicated that 93% of all student responses were meaningful. Student and teacher interviews indicated there was a large degree of misunderstanding between the teacher and the case-study students. It was the nature of school as an institution in general, and the lack of authenticity in the lesson in particular, which accounted for the discrepancy between teacher and student understandings. (Four tables of data and two figures are included, and 36 references are attached.) (MG)

interdisciplinary recommended readings, K-12; Suggested/Recommended Readings in the 1980s: Great Britain and the United States; suggested readings by topic; Thinking and Learning through Writing Across the Curriculum: An Interdisciplinary Curriculum; forms for writing to learn; ideas to incorporate writing to learn across the curriculum; and language arts resources. (MG)

ED 321 242 CS 010 159

Stahl, Steven A.

Beyond the Instrumentalist Hypothesis: Some Relationships between Word Meanings and Comprehension. Technical Report No. 505.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 27p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Context Clues; *Learning Processes; Learning Theories; Models; *Reading Comprehension; Reading Research; Reading Skills; Theory Practice Relationship; *Vocabulary Development; Vocabulary Skills; Word Recognition
IDENTIFIERS- Instrumentalism

Globally, knowledge of word meanings is related to reading comprehension. R. C. Anderson and P. Freebody's (1981) seminal paper on vocabulary set forth three hypotheses to explain this relationship--an "instrumentalist" hypothesis suggesting that knowledge of word meanings directly causes reading comprehension, and "general knowledge" and "general aptitude" hypotheses, which suggest that the relationships between vocabulary knowledge and comprehension are mediated by a person's aptitude or knowledge. These hypotheses are global. Beginning with the word level, under what conditions will an individual word disrupt or interfere with comprehension? Findings suggest that differences in contexts, readers, and tasks influence whether word meanings will affect comprehension. These factors are used to develop a framework for deciding if a word should be directly taught and, if it is to be taught, how extensively. (A figure is included, and 66 references are attached.) (Author/SR)

attitudes. An informal writing checklist was utilized to determine if writing skills improved. Analysis of the data revealed that the students benefitted from using a word processor in the following ways: they were able to write logically and coherently on a given topic; it was easier for them to see and correct mistakes; written output increased; they expressed their feelings in their written work; writing exercises seemed to provide an emotional release which lessened inappropriate behaviors; student use of adjectives and adverbs showed increases; spelling improved; and in some instances, capitalization improved. Classwork and homework were returned promptly. (Four tables of data are included. Appendixes include a dictated paragraph, checklist for informal evaluation of writing, first dictation and final dictation samples, a letter of permission to use the informal checklist, a key to symbols denoting writing errors, and three writing samples. Thirty references are attached.) (Author/MG)

ED 321 257 CS 212 403

Tebo-Messina, Margaret; Blough, Doris B.
Penpals and Keypals--Networks for Student Writers.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Higher Education; Instructional Innovation; Junior High Schools; *Letters (Correspondence); Revision (Written Composition); *Writing Ability; Writing Assignments; *Writing Attitudes; Writing Instruction
IDENTIFIERS- Childrens Writing; *Purpose (Composition); *Writing Development

The idea behind this project created by two teachers of different age groups was that providing students with penpals would give students a real audience to write to and change their attitudes about writing. Seventh graders and college students exchanged letters and were required to send working drafts of some class assignments to each other to receive feedback on their writing. By the end of the project, each student had given and received

PUB DATE- Jul 90
NOTE- 17p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *Educational Environment; Personal Narratives; *Rhetoric; *Student Centered Curriculum; Student Experience; *Student Participation; Teacher Role; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Classical Rhetoric; *Conversation

Teachers need to become students again and pay attention to how they learn best in order that they may then use like means in teaching their students. Teacher students often connect by telling anecdotes and other narratives that have meaning in their personal experiences. They share these stories and build on them, finding fresh ways of looking at things that they deal with as teachers of reading and writing. A teacher's anecdotes serve not as classical prescriptions on how to discourse but rather as modern rhetoric's emphasis on the expressive powers, accepting that knowledge cannot be divorced from knowers. They also serve as a bridge from the familiar to the unfamiliar. Processing, not control, is the heart of learning; students are more likely to make sense of a simple fragment that challenges their understanding than complexity which can only be recalled vaguely. Since knowledge comes from experience, the only way they can hope to understand another person's ideas is to try to share the experience. Authority in connected knowing rests not on power or status or certification but in commonality of experience. (Sixteen references are attached.) (MG)

ED 321 271 CS 212 422

Rosati, Annette C.
(Dis)Placement of Current-Traditional Rhetoric's Approach in a Composition Class.
PUB DATE- 11 Jul 90
NOTE- 14p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

useful for older students or students who speak English as a second language. (RS)

ED 321 285 CS 212 442

Rodgers, Molly; Zimmer, Linda M.
Grammar--Practice Book B: Sentence Structure; Nouns, Verbs, Pronouns; Mechanics; Editing for Clear Writing.
REPORT NO.- ISBN-0-88309-956-X
PUB DATE- 90
NOTE- 100p.; For other workbooks in this series, see CS 212 441-445.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Capitalization (Alphabetic); Editing; Elementary Education; *English; *Grammar; Independent Study; *Learning Activities; Nouns; Punctuation; *Sentence Structure; Verbs; Workbooks
IDENTIFIERS- Sentence Fragments

Intended for use by students at any level above grade 2, this practice book helps students recognize and correct sentence fragments, edit sentences for subject-verb agreement, use nouns and pronouns correctly, use present and past tense, and capitalize and punctuate sentences and abbreviations. The book also introduces students to the correct format for a friendly letter. The book is self-paced so that students may use it independently, and answers are provided for exercises so that students can check on their own work. Readability of the book has been carefully controlled for younger students, but the approach and design of the book make it useful for older students or students who speak English as a second language. (RS)

ED 321 286 CS 212 443

or a record of actual behavior; whether subjects were inside or outside an organization; and specific calculations for each research question. Results indicated that there is no meaningful difference in the communication behaviors of male and female managers based on current quantitative findings. Furthermore, it appears that the behaviors of, or perceptions towards, female and male managers were never substantially different and have not changed over time as a result of female managers' greater involvement in the organizational environment. (Seven tables of data and 58 references are attached.) (MM)

ED 321 301 CS 506 647

Markham, Reed
Perspectives on Rhetorical History: Aristotle's Rhetorical Theory.
PUB DATE- 89
NOTE- 11p.; Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Historical Materials (060)
DESCRIPTORS- *Ancient History; Audiences; *Greek Literature; *Persuasive Discourse; *Rhetoric
IDENTIFIERS- *Aristotle; Classical Rhetoric; *Rhetorical Theory

The most important historical theory of persuasion is Aristotelian Rhetorical Theory. Aristotle's work, "The Rhetoric," is divided into three books, each of which discuss principles relevant to persuasion. Book One establishes the philosophical position of rhetoric to logic; establishes the purposes of rhetoric; discusses three types of proof: ethos, pathos, and logos; defines rhetoric as a faculty for providing two modes of argumentation: paradeigma and enthymeme; and delineates the types of rhetorical situations. Book Two deals with the audience, viewed by Aristotle as a study of human emotions and attitudes. Book Three is an examination of speech composition in which Aristotle discusses delivery, style, diction, and metaphor. (Seventeen notes are included.) (MS)

ED 321 302 CS 506 735

IDENTIFIERS- *Eisenhower (Dwight D); *Military Industrial Complex

In his January 17, 1961 farewell address, President Dwight D. Eisenhower warned Americans to be wary of the "military-industrial complex." He called for "an alert and knowledgeable citizenry" which would assure the proper meshing of the military and industrial defense machinery with peaceful methods and goals. Eisenhower's comments reflected his concern both with the dangers of internal ignorance and with those posed by external enemies. While his military experience showed him the need for secrecy, Eisenhower disliked censorship that was intended simply to avoid embarrassment. Although Eisenhower believed that national security, administrative efficiency, and technical complexity justified censorship and his administration established the classifications of "confidential," "secret," and "top secret" which are still in use, the retired general's reputation for openness may have helped delay the push that eventually led to the Freedom of information Act. In his farewell message, Eisenhower failed to explain how an informed citizenry could be fostered and maintained, but his other writings indicate mistrust of both the press and politicians as sources of information. The President's warning regarding the military-industrial threat came so late that it militated against the "alert and knowledgeable citizenry" that he deemed so important. (Twenty-three references are attached.) (SG)

ED 321 316 CS 507 207

Larkey, Linda Kathryn
Organizational Commitment in Times of Change: An Alternative Research Approach.
PUB DATE- Feb 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Discourse Analysis; *Employee Assistance Programs; Employees; *Metaphors; Morale; *Organizational Change; Organizational Climate; *Organizational Communication; Work Environment
IDENTIFIERS- *Commitment; Management Practices; *Organizational Behavior; Organizational Culture; Thematic Analysis

NOTE- 25p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; Communication Research; Comparative Analysis; *Educational Television; Higher Education; *Instructional Effectiveness; Media Research; Teaching Methods; Use Studies
IDENTIFIERS- *Message Responses; San Diego State University CA

A study examined instructional television (ITV) to determine the differences in the affect domain existing among three concurrent environments: the face-to-face environment, defined as the site from which the message originates; the on-site location, defined as a location in close proximity to the origin of the message; and the off-site location. Interviews and observational data were collected from both students and professionals enrolled in mechanical engineering courses offered through the PROFNET televised instruction system at San Diego State University during the spring semester of 1989. The face-to-face and on-site settings involved 28 students each, while the off-site classroom included seven participants. Results revealed that five differences did exist in the affect domain between face-to-face sites and mediated sites in ITV: (1) the way in which questions and comments were generated and utilized; (2) the presence of humor; (3) entrance and leave-taking behaviors; (4) the reaction of the observed groups to the content of the message; and (5) the focus of attention of the observed groups. More research into the importance of immediacy, affiliativeness, identification, and other related affective constructs appears to be called for. (Thirty references are attached.) (KEH)

ED 321 329 CS 507 225

Philbin, Margaret M.; Woods, Anna
Educational Guide to James Brock's "The Prince Who Wouldn't Talk."
SPONS. AGENCY- State Univ. of New York, Potsdam. Coll. at Potsdam.
PUB DATE- Nov 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

50.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Accountability; Budgeting; *Cost Effectiveness; Curriculum Development; *Educational Change; *Educational Finance; Educational Trends; Elementary Secondary Education; Equal Education; Federal State Relationship; *Financial Policy; Futures (of Society); Graduation Requirements; School Based Management; School Choice; School Restructuring
IDENTIFIERS- ERIC Digests

Reforms in education have raised two critical fiscal policy issues: How is education reform to be financed? and Do the dollars spent on education reform make a difference? Schools can successfully meet these challenges by practicing sound fiscal management and placing an emphasis on cost-effectiveness and accountability. In the future, a rethinking of the federal role will be necessary particularly in the funding of student equity issues and technological innovation in learning. (9 references) (MLF)

ED 321 343 EA 021 580

Gaustad, Joan
School Security. ERIC Digest Series Number EA 46.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR

admission requirements reflects a recent state-level trend calling for more standardized course work in California high schools. Assembly Concurrent Resolution 73 expanded the new CSU requirements, recommending actions to assure high school students access to higher education, especially underrepresented minority students. A trial period to change high school curriculum indicates growth in the number of courses offered and an increase in course enrollment; however, other questions are unanswered. Included in this report are an examination of CSU requirements and the social context in which they occur; high school curricular changes; and the impacts on the CSU eligibility pool, teachers, other higher education institutions, and elementary and junior high schools. Twelve recommendations covering dimensions such as financial and human resources, special programs, organizational framework, dissemination, and evaluation are discussed. (14 references) (LMI)

ED 321 358 EA 021 967

DOD Overseas Schools: Additional Assurances of Educational Quality Needed. Report to the Committee on Armed Services, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-90-13
PUB DATE- Mar 90
NOTE- 45p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies, free; additional copies, $2.00 each, payable to Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Drug Education; *Educational Assessment; Educational Facilities; Elementary Secondary Education; Evaluation Criteria; Evaluation Needs; *Excellence in Education; *Military Personnel; *School Effectiveness
IDENTIFIERS- *Dependent Schools

This document reviews schools operated by the Department of Defense (DOD) for dependents of military and DOD civilian personnel located overseas. Major issues concern the adequacy of information on educational quality provided by the schools and the responsiveness of the school system to parental concerns. Interviews, document analysis, and observation generated data from DOD schools in Germany and the Pacific region. Chapter 1 outlines the background, Education; Secondary School Curriculum; *Vocational Education; Vocational Interests

An overview of innovative curriculum programs to increase student retention, with a focus on vocational instruction, is presented in this paper. The Pennsylvania Dauphin County Technical School is described, which utilizes a practical performance-oriented approach and individualized instruction in a vocation clusters system. The review of research concludes that a high correlation exists between student participation in vocational education and retention. To achieve a zero percent dropout rate, dropout prevention programs must relate traditional academic courses to student vocational preparation and incorporate a more flexible, diverse curriculum. A vocational decidedness questionnaire is included. (5 references) (LMI)

ED 321 373 EA 021 999

Kirkwood, Antoinette A.
The Role of the Principal as a Manager of Conflict Resolution.
PUB DATE- Mar 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Conflict; *Conflict Resolution; Decision Making; Elementary Secondary Education; Intergroup Relations; Interpersonal Communication; Leadership; Parent Grievances; Parent School Relationship; Personality Problems; *Principals; Problem Solving; Public Relations; School Community Relationship; School Supervision; Social Control; Student School Relationship; Teacher Administrator Relationship; Unions

An overview of conflict management as it relates to the role of the principal is presented. The traditional approach to conflict, which minimizes conflict and emphasizes social control, is contrasted with the perspective that views conflict as inevitable, functional, and manageable. Intrapersonal and interpersonal conflicts, functions of conflict, methods of conflict resolution, and the role of the administrator are discussed. Guidelines for dealing with conflict situations involving students, teachers, parents, and community are offered. A conclusion is that successful conflict

IDENTIFIERS- *Connecticut

Two Connecticut programs designed to support beginning teachers, the Beginning Educator Support and Training Program (BEST) and the Cooperating Teacher Program (CT), are grounded in the collaborative leadership concept. A working partnership between principals and mentor teachers shares responsibility with a state assessment team to support and evaluate new teachers. Identification of principals' supervisory roles and responsibilities to teachers and an examination of principal-teacher interaction in the collaborative process is the purpose of this study. Data were collected from indepth interviews with 15 participating educators, an expert panel discussion, and document analysis. Findings indicate that little collaborative supervision occurred, due to an imbalance of power and impaired communication based on state confidentiality requirements. However, teachers felt supported by principals, and principals demonstrated effective instructional leadership. Results suggest that the BEST and CT programs enhance opportunities for improving instructional leadership by principals and teachers. Recommendations are offered for principal training, role clarification, and school improvement. Tables summarize characteristics of interaction among supervisors, mentor teachers, and beginning teachers. (LMI)

ED 321 390 EA 022 042

Donavel, David F.

Restructuring the High School: The Renaissance Program.

PUB DATE- 90

NOTE- 20p.; Written version of presentation at the Annual Meeting of the National Association of Secondary School Principals (74th, San Diego, CA, February 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Design; *Curriculum Development; Curriculum Evaluation; *Experimental Curriculum; Faculty Workload; High Schools; *School Effectiveness; School Restructuring; *School Schedules; Student Characteristics; *Student Motivation; Teacher Attitudes; Teacher Student Ratio; Teacher Student Relationship

IDENTIFIERS- *Massachusetts

Based on the premise that deficiencies in student learning are

Hawaii Univ., Manoa. Dept. of Human Resources.; Western Region Home Management Family Economics Educators, Corvallis, OR.
PUB DATE- 85
NOTE- 97p.; For related proceedings, see CE 052 261-265.
AVAILABLE FROM- Western Regional Home Management Family Economics Educators, Family Resource Management, Milam 321, Oregon State University, Corvallis, OR 97331-5108 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Banking; *Consumer Economics; Consumer Education; Developing Nations; Energy Conservation; Estate Planning; Family Counseling; Family Life; *Family Life Education; Home Economics; *Home Management; Microcomputers; *Money Management; *Older Adults; Purchasing; Rural Population; Volunteers

These proceedings consist of 12 presentations, most of which are followed by responses or comments. The papers include: "Integrating Family Economics and Family Counseling" (Hogan; discussants Schnittgrund, Wilhelm); "A Test of the Deacon-Firebaugh Management Model" (Gage, Schmid); "Perceived Income Adequacy and Selected Financial Management Practices among Families in Mexico" (Ormsby, Fairchild); "Factors Related to Estate Planning Knowledge and Estate Planning Actions of Married Individuals" (Morrow; discussant Makela); "Defining and Measuring a Consumer Conservation Ethic" (Haldeman, Tripple; discussants Herrin, Iams); "Women's World Banking and Credit Strategies in Developing Countries" (Walsh); "Managerial Response and Role Adaptation Involved for Women in Meeting a Political Volunteer Demand" (Snider); "The Rural Elderly: Shopping Patterns and Attitudes" (Meiners, Heltsley; discussants Burton, Rudd); "The Gray Panthers and Economic Issues" (Harwood); "Satisfaction/Dissatisfaction of the Elderly with Conditions in the Marketplace" (Jeries); "Personal Computers and Personal Finance: A Team in Teaching Thinking Skills" (Anderson, Snodgrass); and "Consumer Education Knowledge of Prospective Teachers at Two Manitoba Universities" (Thor, Berry). (YLB)

ED 321 009 CE 052 263

Berry, Ruth E., Ed.
Investing in Human Capital. Papers of the Annual Conference of the Western Region Home Management Family Economics Educators (26th,

individualized instruction; and (5) various types of communications media are available, and all should be used for their best features. (14 references.) (KC)

ED 321 021 CE 054 943

Duffy, Charles A.

Leading Them to Water and Making Them Drink. Some Thoughts on Why Training Works (and Doesn't Always Work).

PUB DATE- Apr 90

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Corporate Education; *Educational Attitudes; *Instructional Effectiveness; *On the Job Training; Organizational Climate; Participant Satisfaction; Postsecondary Education; Quality of Working Life; Student Attitudes; *Values; *Work Environment; Workshops

IDENTIFIERS- *Organizational Culture

Making training work has always been a critical issue and will become more important in the coming decades. Definitions of effective training range from training that promotes growth and enthusiasm among employees to a bottom-line approach with emphasis on whether the training makes employees produce more. Variables that affect training include appropriateness of the subject matter, instructional personnel, and corporate attitude toward training and education. A study explored the impact of one variable, organizational attitudes, on learning in organization-sponsored workshops. Employees of two organizations attended identical workshops on microcomputers, conducted by the same instructors. Both groups of employees had similar demographic and educational characteristics. Students (63 from one organization and 138 from the other) responded to an evaluation questionnaire at the end of the workshop. To examine the differences between the two groups, a t-test of means was used for each item on the evaluation questionnaire. Responses for the content item were significantly higher for one of the groups. The difference was attributed to the organizational value systems or corporate culture of the two organizations. One organization failed to communicate the high value it placed on the program to employees, and the workshop was

AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Developed Nations; *Developing Nations; Economic Development; *Educational Needs; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Literacy Education; Policy Formation; Program Development; Public Policy; Public Service; *Voluntary Agencies; *Volunteers; Volunteer Training
IDENTIFIERS- International Literacy Year 1990; *Nongovernmental Organizations; UNESCO

Volunteers and voluntary organizations are crucial to the literacy effort throughout the world. Nongovernmental organizations (NGOs) are ideal channels for direct involvement of the people in literacy efforts. NGOs often directly carry out the teaching of reading, writing, and numeracy programs; government efforts usually involve such organizations. Voluntary action in the field of literacy appears to have a maximum effect in three kinds of situation: (1) when an NGO is inspired by the exceptional dynamism of an individual and when the team of volunteers who work directly under the supervision of such a personality follows his/her example; (2) when a government demonstrates its political will by launching a national campaign involving the community of NGOs; and (3) when volunteers combine economic activity with literacy activities. Any substantial reduction of illiteracy is possible only when there is close collaboration between official, formal structures and the people's involvement through voluntary participation. Similarly, the quality of the work can only be satisfactory when there is a link between volunteers and professionals. Volunteers are required to have high skill levels and should be regarded as professionals. They should receive training, and the United Nations Educational, Scientific, and Cultural Organization is able to offer such assistance. (KC)

ED 321 035 CE 055 132

Hamadache, Ali
Literacy, Human Rights and Peace. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055

ED 321 047 CE 055 144

Mammo, Gudeta
Ethiopia: The Role of Literacy Instructors in Changing Attitudes. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Adult Educators; *Attitude Change; Basic Skills; Community Education; Educational Facilities; Educational Resources; Elementary Secondary Education; Foreign Countries; Illiteracy; Instructional Materials; Lifelong Learning; *Literacy; *Literacy Education; *National Programs; Nonformal Education; *Rural Education; Student Recruitment; Teacher Education; *Teacher Role
IDENTIFIERS- *Ethiopia; International Literacy Year 1990

One of the reasons for the rapid advancement of literacy activities in Ethiopia is that different nationalities learn in their own mother tongues in their own cultures. The literacy rate before the 1974 revolution was 7 percent. The 1990 literacy rate is 75 percent. Literacy instructors in the current literacy campaign do more than instruct learners. They also create awareness, register the learners, put them in groups and start instruction. Criteria for selection of instructors include knowledge of objectives of the social changes taking place in Ethiopia, knowledge of the language of a particular region, cultural knowledge of the people in the region, physical fitness, age, and being unmarried and without children. Instructors are trained in a maximum of 10 days in courses on instructional methods, health education, agriculture, horticulture, political education, and adult psychology. Prepared instructors depart ceremoniously for their learning centers. The motto for organizing learning centers is "anywhere is a school." The following activities have been shown to help change learners' attitudes: instructors' interaction with learners, exchanges of experiences, discussions, dialogue, question and answer sessions, conferences, meetings, workshops, demonstrations, and exhibitions. Illiterate people who resisted going to literacy centers have come

for developing minority language literacy are limited. Minority language use is inappropriate as preparation for higher education, national-level administration, and employment in national institutions. The process of introducing literacy into a community whose language is an unwritten minority language involves a basic research phase, a student motivational phase, the phase during which the program is implemented, and a phase in which local trained personnel provide materials for neoliterate people. (CML)

ED 321 060 CE 055 157

Roy-Singh, Raja
Adult Literacy as Educational Process. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Literacy; Age Differences; *Andragogy; Basic Skills; Critical Thinking; Educational Objectives; Educational Philosophy; Foreign Countries; *Illiteracy; *Literacy Education; *Student Centered Curriculum
IDENTIFIERS- International Literacy Year 1990

There are 900 million illiterate people in the world. Because of reflective insights and creative research during the last two decades, the literacy process is no longer conceived as a training process that concentrates exclusively on implanting specific mechanical skills. It is now recognized as an educational process, as an unfolding of human potential. The educational process is rooted in the human condition and is expressed variously in forms and contents, in practices and methods, in organizations and structures, and in authority, power, and freedom. Myths about literacy and illiterate people foster conceptions of illiteracy as a disease to be eradicated or a pest to be liquidated and of illiterate persons as people afflicted with illiteracy or as flawed, empty vessels. Under these conceptions, the illiterate learner is considered to be a blank slate, a receiver rather than a participant, and a person to be saved. The practices fostered by the "literacy as salvation" philosophy are centered almost cooperative programs and funding, features of a selected union-management agreement, and a description of a union training and upgrading fund. (KC)

ED 321 073 CE 055 179

Baker, Shirley A.
The Impact of the Civil War on Vocational Education.
PUB DATE- Feb 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Rural Sociological Association (Little Rock, AR, February 3-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Civil War (United States); *Economic Development; *Educational Finance; *Educational History; Educational Philosophy; Educational Practices; *Federal Legislation; Postsecondary Education; Secondary Education; Socioeconomic Influences; *Vocational Education
IDENTIFIERS- *United States (South)

Before the U.S. Civil War, vocational education was relegated to apprenticeship training and a few scattered schools dedicated to the purpose. The Civil War brought widespread death and destruction throughout the South. By the end of the war, half of the land mass and population of the reunited United States of America had been destroyed. A major portion of the remaining population was illiterate. A large number of workers needed skill training for employment, especially in the emerging industrial era. Model schools, such as the Hampton Institute (Virginia), sent graduates to start schools in the South. The most famous of these graduates was Booker T. Washington, who founded the Tuskegee Institute (Alabama). During the early 1900s, southern senators and representatives authored federal legislation that catapulted vocational educators into the position of the U.S. employment and training specialists. (Author/KC)

A DACUM (Developing a Curriculum) task analysis for the position of Chief Continuing Education Administrator was developed in June 1988. A panel of 11 chief continuing education administrators from Ohio produced a DACUM chart of 123 tasks and traits they felt best described them and what they do in performing their duties. They also developed a definition for the duties of the chief continuing education administrator. The tasks and traits were grouped into these general areas of competence: administering a continuing education division, developing and managing a divisional budget, participating in institutional processes and coordinating educational programs, program development, program operations, program follow-up, providing student services, promoting community outreach and access, demonstrating professional attributes, and developing professionally. A larger sampling of chief continuing education administrators then was surveyed, with 33 surveys returned. These administrators rated and ranked the tasks in order of importance, and the results were plotted on a matrix. Tasks most important to the continuing education operation were listed and categorized as those personally performed and those delegated to others. The DACUM task analysis initially developed by the 11 administrators was validated as an accurate occupational task list, the definition was verified, and professional workshops were recommended. (The DACUM chart developed is included in this report.) (KC)

ED 321 086 CE 055 228

Hanniford, Barbara, Ed.
Voluntary Professional Credentialing Programs. A Resource Handbook for Continuing Educators.
Ohio Continuing Higher Education Association.
PUB DATE- Mar 89
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accrediting Agencies; Continuing Education Units; *Credentials; Employment Qualifications; Postsecondary Education; *Professional Associations; *Professional Continuing Education

This handbook describes 77 voluntary programs offering professional credentialing for people in a wide range of professional and occupational fields. Each description lists credentials,

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Adult Education; Black Culture; *Black Education; *Black History; Black Influences; Black Institutions; Black Organizations; Blacks; Continuing Education; *Educational History; *Lifelong Learning; *United States History
IDENTIFIERS- *Free African Society; Nineteenth Century

Although the first black organization chartered in the United States, the Free African Society, was chartered in 1787, education for free blacks was largely a 19th-century phenomenon. By the time the Civil War broke out, black adults outside the South had established social structures that offered them education in civic, intellectual, and spiritual forms. However, such education was accessible only to those who were economically secure enough to have the time and initiative to take advantage of it. From churches and other organizations such as clubs and societies, free black adults were able to improve their education, learn to take pride in their cultural heritage, enhance their confidence and self-image, and develop consensus on appropriate behavior and living standards. Many societies helped them develop self-protection as the groups provided a means for collective action against laws and acts of violence toward blacks. The history of free black adult education demonstrates steady growth and an increasing complexity of organization from the late 1700s to 1860. The organizations formed in this period offered a firm foundation for future development of black adult education in the latter half of the 19th century. (The document includes 17 references.) (CML)

ED 321 100 CE 055 259

A Follow-up Study of the 1989 Graduates of Postsecondary Vocational-Technical Programs in Montana.
Northern Montana Coll., Havre. Montana Center for Vocational Education, Research, Curriculum and Personnel Development.
PUB DATE- May 90
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counseling; *Education Work Relationship; *Graduate Surveys; Job Placement; *Outcomes of Education; Postsecondary Education; *School Choice; Student Financial Aid; *Student

Employer Specific Training Program for Program Year 1988-89. Annual Report to the Governor and Legislature.
New York State Education Dept., Albany.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Administration; Continuing Education; Cooperative Programs; Education Work Relationship; Entrepreneurship; Inservice Education; *Job Training; Professional Development; *School Business Relationship; *Small Businesses; *State Programs; Vocational Education
IDENTIFIERS- Customized Training; *New York

The Employer Specific Skills Training Program helps build the superior work force called for by the National Alliance of Business and other significant employer, union, government, and educational groups. Through a combination of state and federal funds, the New York State Department of Education has crafted a flexible and responsible program. Employers receive assistance from the program to assess their workers' training needs and to develop custom-designed curricula. The employers and workers also benefit from expert instruction delivered by professional educators. In addition, the program provides financial support for the training. Employer contributions of cash and employee-release time have totaled $27 million. Some 35,000 workers upgraded their skills through the program and 6,900 persons were trained for permanent jobs in new-hire training programs during program year 1988-89. Business entrepreneurs and managers have also been beneficiaries of the program. Almost 3,500 firms, the vast majority of which were small firms with 100 or fewer employees, have been served. About 16 percent of those firms were minority-owned, and 14 percent were women-owned. In addition, 2,500 entrepreneurs improved their business planning and management skills. (Author/CML)

ED 321 114 CE 055 320

The Vocational Education Honor Society.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
REPORT NO.- VEC-VOCD-CR-0009
PUB DATE- 88
NOTE- 74p.

recruitment, enrollment, and placement of handicapped and disadvantaged students in vocational programs. Specific guidelines are offered as well as suggested resources. The guide includes a list of definitions and uses a question-and-answer format to provide information on equal access, recruiting procedures, placement, and instructional materials. A sample newspaper/newsletter vocational program announcement and a list of resources and contacts are included. (KC)

ED 321 128 CE 055 356

At-Risk Students. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 89
NOTE- 19p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Failure; Disadvantaged Youth; *Dropout Prevention; *Dropout Programs; Educational Diagnosis; Educational Resources; Elementary Secondary Education; *High Risk Students; *Potential Dropouts; Program Development; Special Needs Students; Student Evaluation; *Teacher Role; Vocational Education
IDENTIFIERS- *Missouri

This module identifies the at-risk student and addresses strategies and effective programs for dealing with the at-risk population. The guide includes a list of definitions and uses a question-and-answer format to define at-risk students, discuss reasons for dropout, and provide information on early identification of risk, the effect of dropping out on the individual and society, strategies for serving at-risk youth, characteristics of effective dropout prevention programs, activities for parental involvement, the teacher role in working with at-risk students, and the role of vocational education in reducing the dropout rate. A list of programs and print resources for dropout prevention, career education, and personal development for at-risk youth is included, followed by a form for identification/screening. (KC)

ED 321 145 CE 055 383

Transition from School to Work. Missouri LINC Module. Revised 1989-90.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 89
NOTE- 17p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Education Work Relationship; *Employment Potential; Federal Legislation; *Government School Relationship; Models; Pupil Personnel Services; Secondary Education; Special Education; *Special Needs Students; *Transitional Programs; Vocational Education
IDENTIFIERS- *Missouri

This module discusses the roles of special education and vocational education in the critical skills to be taught for employability. Support services, coordination, and follow-up procedures are discussed. Six definitions, Missouri's LINC Transition Model, 6 references, and 22 bibliographic resources are provided. Appendix A describes the federal role in transition from school to work. Appendix B provides a sample transition checklist. (CML)

ED 321 146 CE 055 384

Supported Employment. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 89
NOTE- 17p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adults; Community Programs; Education Work

employment, maintain a meaningful adult life-style, and develop positive social interactions. Eligibility for such services has now been broadened beyond disabled students to include students with economic or educational disadvantages or limited English proficiency. Barriers to effective delivery of transition services are: (1) lack of career exploration programs in middle schools; (2) lack of interagency coordination; (3) lack of case managers; (4) limited parental involvement; and (5) absence of a computerized management information system. Four types of models for effective delivery include: curriculum content models; instructional stages models; supportive services models; and articulation and communication models. Successful transition service practices depend upon: (1) the availability and identification of a wide array of community services; (2) systematic procedures for prescribing appropriate services, such as individualized plans, case management, transition assistance centers, and parent resource centers; (3) articulation between service providers, within single agencies or institutions and between multiple agencies or institutions; and (4) systematic tracking of information regarding the availability, cost, and evaluation of services. (SK)

CG

ED 321 159 CG 021 559

Knoblach, Robin; Chambliss, Catherine
Teenagers Whose Moms Worked: Did It Make a Difference?
PUB DATE- 89
NOTE- 27p.; Paper presented at the Annual Eastern Symposium on Building Family Strengths (3rd, University Park, PA, March 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Employed Parents; Grade 8; Junior High Schools; Labor Force; Locus of Control; *Mothers; *Parent Child Relationship; Personal Autonomy; Sex Differences; Sex Role; Trend

personal and social responsibility. (NB)

ED 321 172 CG 022 609

Koshel, Jeffrey J.
An Overview of State Policies Affecting Adolescent Pregnancy and Parenting.
National Governors' Association, Washington, DC. Center for Policy Research.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-1-55877-112-3
PUB DATE- 90
NOTE- 47p.
AVAILABLE FROM- National Governors' Association, 444 North Capitol Street, Suite 250, Washington, DC 2001 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Pregnancy; *Public Policy; *State Programs
IDENTIFIERS- *State Policies

This report provides a brief overview of state policies and programs to address the problems of adolescent pregnancy and parenting. Section 1, a brief introduction, is followed by a section which examines a broad set of state policies and programs affecting at-risk youth, including pregnant teenagers and teenage parents. The state-by-state review provided in this section covers the following specific areas: (1) state planning and coordination, including task forces, individual agency initiatives, and coordinated programs and policies; (2) health care programs and policies, including family planning services, support for school-based clinics, and Medicaid coverage of low income pregnant women; (3) educational programs and policies, including preschool child development, middle grades improvement, efforts to reduce school failure among older youth, and family life education; and (4) employment and training initiatives. The final section presents conclusions and provides a table summarizing the major types of organizational and programmatic responses of states for addressing the issues of teenage pregnancy and parenting. It is concluded that the data shows that many states have taken significant steps toward improving their health, education, and employment/training programs to more effectively meet the needs of high-risk children and youth, but that states still have a long way to go in establishing

DESCRIPTORS- Career Exploration; Career Planning; Course Descriptions; Educational Planning; *Grade 7; Graduation Requirements; *High Schools; Junior High Schools; Program Descriptions; *School Orientation; Secondary School Curriculum; State Curriculum Guides; Student Adjustment; *Student School Relationship
IDENTIFIERS- *Virginia

This minicourse has been designed for counselors to use with "About High School, Book 4" of the Educational Opportunities in Virginia publications. It consists of a sequential series of six 45-minute classroom guidance sessions to be conducted with seventh grade students. The course focuses on helping students, with parent involvement, to make plans for high school. The sessions are on the following topics: (1) introduction to course materials and to decision making; (2) helping students and parents understand the types of high school programs of study, diplomas, courses, and special programs; (3) focus on special programs and activities; (4) career choices and programs of study; (5) career exploration; and (6) review of major concepts and course evaluation. (TE)

ED 321 187 CG 022 628

After High School. Educational Opportunities in Virginia, Book 5.
Virginia State Dept. of Education, Richmond.
PUB DATE- 84
NOTE- 134p.; For Book 1 see ED 290 559. For related documents, see CG 022 623-629. For teacher's activity guide, see CG 022 629.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Exploration; Career Guidance; *Career Planning; College Bound Students; *College Preparation; College Programs; Decision Making; *Educational Planning; *Higher Education; High School Seniors; Information Sources; *Post High School Guidance; *Postsecondary Education; Program Descriptions; Student Financial Aid
IDENTIFIERS- *Virginia

This booklet provides information about postsecondary educational opportunities and career planning for upper-level high school students in Virginia and their parents. The introductory chapter is a general overview of education after high school: decision making, finances, career exploration, and information seeking. Chapter 2

Because cancer patients and their families have special psychological needs that are not always met through medical care, the Bowman Gray School of Medicine at Wake Forest University established the Cancer Patient Support Program (CPSP) at the Oncology Research Center. Services provided by the CPSP's 2 professional counselors and approximately 35 volunteers include counseling, patient education groups, assistance in locating needed community resources, and ongoing emotional support. This study investigated with whom CPSP counselors worked, what they actually did in the Oncology Department, and how they viewed the distribution of their time in performing their job. Data were obtained from a work-behavior job analysis instrument completed by two trained observers during a total of 100 20-minute segments. The results revealed that the CPSP counselors had the most contact with the following groups: interns (23%); patients (19%); and physicians, significant persons to patient, and unclassified individuals (10% each). CPSP counselors' activities primarily involved the helping relationship domain (25%) and the environmental and specialized studies domain (41%) of the job analysis instrument. The single most prevalent work behavior was teaching and training. Because 60.4% of the observed work behaviors nested themselves in the hospital setting, it was concluded that oncology counseling is an applied specialty that requires specialized training and preparation. (NB)

ED 321 202 CG 022 647

Bihm, Elson
A Competency-Based Analysis of Required Skills and Training Needs of Counselors Serving Dually-Diagnosed Clients.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Client Characteristics (Human Services); Clinical Diagnosis; Competence; *Counselor Qualifications; *Counselor Training; *Mental Disorders; *Mental Retardation
IDENTIFIERS- *Dual Diagnosis

Surveys (N=456) were mailed to professionals in the American Mental Health Counselors Association (AMHCA), the American Psychological

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Theories; *Deduction; Foreign Countries; Models; Predictive Validity
IDENTIFIERS- Canada; *Deductive Nomological Model

The Deductive-Nomological (D-N) model of human behavior is useful and provides the most objective explanation when it is appropriate but it is not necessarily an all-inclusive statement. For instance, explaining human behavior is always an act that entails languages and theories that are value laden and reveal human choices; however the D-N model does not indicate the possibility of alternative accounts and, a fortiori, provides no guidance in choosing among alternatives. Lately there has been increasing interest in humans and their behavior as that is manifested by virtue of humans acting in systems that are variously structure determined, chaotic, subject to constraints described by quantum mechanics, or evolutionary in development. The D-N model of explanation is the source of valid prediction and control when there is an appropriate level of process knowledge about events in question. Arguments used to claim that the deductive model of explanation is inappropriate in a specific situation often seem to confuse this claim with the distinction that can be made between explanations that are better or worse because they are less or more imperfect. Explanations in the human sciences seldom are of the determinate kind that permit rigorous prediction and control. Explanations in the human sciences making use of the D-N model are at best determinable rather than determinate aiming to go from imperfect laws to less imperfect laws. (ABL)

ED 321 216 CG 022 665

Dickel, C. Timothy
Preserving Elder Autonomy: Moral and Ethical Considerations.
PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); Cancer; Life Satisfaction; Nursing

ED 321 229 CS 010 140

Clewell, Suzanne F., Ed.; Wagoner, Shirley A., Ed.
Literacy: Issues and Practices. 1990 Yearbook of the State of Maryland International Reading Association Council. Volume 7.
International Reading Association. Maryland Council.
PUB DATE- 90
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Elementary Education; Instructional Effectiveness; Language Experience Approach; Literacy Education; Middle Schools; *Reading Comprehension; Reading Instruction; *Reading Processes; Reading Writing Relationship; Whole Language Approach; Writing Instruction
IDENTIFIERS- Educational Issues; Emergent Literacy

Intended for reading professionals, this yearbook contains 13 articles dealing with reading and allied fields divided into 2 sections: "Issues" and "Practices." The following articles focus on issues: "Wish Fulfillment and Other Dangers in Reading" (Joan Develin Coley); "Emergent Reading Research: Synthesis and Analysis" (Majorie R. Hancock); "The Role of Affect in the Reading Process" (Mariam Jean Dreher); "Pursuing the 'Wisdom of Practice' in Preservice and Inservice Reading Teacher Instruction: An Electronic Communication Approach" (Mark G. Gillingham); "Passage Dependency and Prior Knowledge: Implications for the Assessment of Reading Comprehension" (Rose Marie Codling); "Adolescents' Exploration of Intimacy through Reading and Writing" (Sheldon Russell); and "Redefining the Role and Evaluation of the Reading Professional" (Jane Brady Matanzo). The following articles focus on classroom practices: "Writing: Magic for a Five-Year-Old" (Deborah Gordon Litt); "Using the Paraprofessional to Extend Whole Language Activities" (Susan Helldorfer); "Using a Language Experience Approach with Reluctant Writers in the Middle School" (Barbara E. Walker); "Teacher Participation in a Primary Screening Project" (Patricia M. Russavage); "'Comprehension System 8': A Teacher's Perspective" (Barbara L. Eddy and Karen A. Gould); and "The Use of Signing to Reinforce Sight Vocabulary: Teachers' Perspectives" (Robert M. Wilson and Cynthia T. Bowen). (MG)

ED 321 230 CS 010 141

ED 321 243 CS 010 161

Thomas, Grace Gilliard

Increasing Literature Interests in First Grade Retained Students in a Chapter I Reading Lab by Matching Reading Approaches to Their Reading Styles.

PUB DATE- 90
NOTE- 179p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; *Cognitive Style; Grade 1; *High Risk Students; Learning Activities; *Literature Appreciation; Parent Participation; Primary Education; *Reading Attitudes; *Reading Programs; Reading Research; Recreational Reading; *Remedial Reading; Whole Language Approach
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

A study was conducted to address the problem of all students not learning to read in the same manner when the instruction was limited to only one approach, that of the basal reader with its phonics emphasis. The Reading Style Inventory, the Swassing-Barbe Modality Index, and the Bradway Quick Check were administered to the students attending the Chapter 1 reading lab. Reading techniques found in the whole language philosophy were used which accommodated the students' reading styles. Parental involvement in the reading process was also included. Ten-high quality paperback books were used as part of the reading instruction and were given to the students to begin a home library of readable books. Motivational activities and rewards were used and stressed throughout the 8 months to increase students' interest in books. Results of the practicum were positive. The goal was achieved for all the students participating in the practicum. Results indicated on a teacher-made interest survey that their interest in literature and the amount of time they read alone, with a friend, and with a parent had all increased substantially. (Sixteen tables of data are included. Appendixes include: interview forms used with students; survey of literature interests; teacher-made reading inventory of literature books; criteria sheet for students' illustrated and written storybooks; letter recognition test; word lists;

feedback on several letters and drafts of a composition. The two groups did for one another what the teachers could never do: they engaged one another as writers because they personalized the act of reading and writing and, consequently, developed in ways that the teachers had not expected. Because they cared about being understood, they were motivated to pay attention to mechanics and content. Students learned that instead of ceremonially giving the teacher what she wanted, writing required effort. Tips for a successful penpal project include: make it easy to do; make it part of what would be done anyway; be flexible; be committed to seeing it through; be sure each person sends and receives a letter; build some time to step back and look at what is going on; and have a purpose in writing beyond the letter exchange. (MG)

ED 321 258 CS 212 404

D'Angelo, Dolores A.
The Female Character in Middle School Fiction: Do Contemporary Adolescent Characters Reflect Realistic Developmental Role Models?
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescent Literature; Adolescents; *Characterization; Content Analysis; Developmental Tasks; *Females; Middle Schools; *Novels; *Reading Material Selection; Reading Research; Recreational Reading; *Role Models; Secondary Education; Sex Role
IDENTIFIERS- Feminist Scholarship; Havighurst (Robert); Montgomery County Public Schools MD

This study utilizes content analysis to compare and contrast the female protagonists in award-winning contemporary adolescent fiction. R. J. Havighurst's developmental tasks are discussed in reference to diverse female protagonists from approved school reading lists in Montgomery County, Maryland. Sara, from "Summer of the Swans" (Byars, 1970) and Dicey from "Dicey's Song" (Voight, 1982) are analyzed in attempt or achievement of these tasks. The study concludes that there is a lack of strong, positive female protagonists in adolescent literature. Because of the impact of

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; College English; Creative Writing; *Freshman Composition; Higher Education; Instructional Effectiveness; *Rhetorical Invention; *Theory Practice Relationship; *Writing Processes; Writing Strategies; Writing Teachers
IDENTIFIERS- Classical Rhetoric; *Empowerment; *Personal Writing; Writing Development; Writing to Learn

An adjunct faculty member who teaches in three very different colleges and universities sees the similarity of course objectives for freshman writing, in which each program emphasizes rhetorical mode requirements to the exclusion of writing as discovery. Student writing is product-centered, and the writing act is linear in that it adheres to a discourse formula. Students are not encouraged to express or explore their own ideas on an assigned topic, rather they need to find information for their topic, narrow the topic, create a thesis statement, and adhere to a preconceived outline. Furthermore, the writing programs transmit contradictory messages, simultaneously indicating the value of free writing and insisting on formal outlines and the finished product. The problem appears to be one of mixing modern rhetoric with classical rhetoric in pedagogical theory and practice, i.e., illogically merging the process and product approaches into a current-traditional paradigm. Rather, the writing classroom should be opened up for personal expression in which the student is put on equal footing with the instructor. The writing instructor is no longer the true authority of expression, and the classroom becomes a discourse community. This atmosphere empowers students to be responsible for their learning. (KEH)

ED 321 272 CS 212 427

Blystone, Jane
Rhetorical Situations: Peace Talks for the War on Attention to Audience in the Composition Classroom.
PUB DATE- 10 Jul 90
NOTE- 16p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

Rodgers, Molly; Zimmer, Linda M.
Grammar--Practice Book C: Subjects and Predicates, Parts of Speech, Mechanics, Proofreading.
REPORT NO.- ISBN-0-88309-957-8
PUB DATE- 90
NOTE- 116p.; For other workbooks in this series, see CS 212 441-445.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Capitalization (Alphabetic); Elementary Education; *English; *Grammar; Independent Study; *Learning Activities; Nouns; Proofreading; Punctuation; *Sentence Structure; Verbs; Workbooks; Writing Skills

Intended for use by students at any level above grade 3, this practice book helps students use the parts of speech correctly in speaking and writing. The book reviews (1) the kinds of sentences; (2) the use of nouns, pronouns, verbs, adverbs, and adjectives in sentences; (3) capitalization and punctuation; and (4) proofreading. The book is self-paced so that students may use it independently, and answers are provided for exercises so that students can check on their own work. Readability of the book has been carefully controlled for younger students, but the approach and design of the book make it useful for older students or students who speak English as a second language. (RS)

ED 321 287 CS 212 444

Rodgers, Molly; Zimmer, Linda M.
Grammar--Practice Book D: Sentence Expansion, Parts of Speech, Capitalization and Punctuation, Verb Tenses.
REPORT NO.- ISBN-0-88309-958-6
PUB DATE- 90
NOTE- 116p.; For other workbooks in this series, see CS 212 441-445.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Capitalization (Alphabetic); Editing; Elementary

Gomez-Palacio, Carlos; Jara, J. Ruben
The Growth of Communication Research in Latin America.
PUB DATE- May 89
NOTE- 49p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989). Paper based on the first author's Ph.D. dissertation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; Development Communication; Foreign Countries; Intellectual History; Mass Media; *Media Research; Research Problems; Scholarship; Theory Practice Relationship
IDENTIFIERS- *Latin America; Research Synthesis

This paper analyzes the origins, growth, and present state of communication research in Latin America. Based on empirical data, the paper identifies: (1) the factors that determined the kinds of studies that emerged in the region; (2) the major research topics; (3) the most influential scholars; and (4) the main currents of theoretical influence and their changes over time. The first section provides a historical overview of Latin American communication research in a time-line form, pinpointing a series of events that occurred between 1920 and the late 1960s. The second section discusses the formation of the different research traditions, based on both North American and European models. The third section describes the sources of data and the methods of data collection (especially surveys of North American and Latin American scholars) and data analysis used in the paper. The fourth section presents 13 conclusions; among them are the following: (1) the emergence of communication research in Latin America was the result of the influence of the United States, along with the development of the mass media and the worldwide development of the social sciences; and (2) Latin American scholars felt that the founding of the research center CIESPAL in Ecuador (1959), the work of Armando Mattelart and his group in Chile (1969-1973), and the founding of journalism and communication schools in Latin America were important events in the history of communication research in Latin America. Four figures and 10 tables of data are included, and 110 references are attached. (SR)

A study illustrated an interpretive approach to investigating personal commitment during radical organizational transition by examining how people talk metaphorically about commitment and identification as a process. A questionnaire was constructed to be used in phone interviews with six employee assistance program (EAP) counselors who contract with companies currently going through changes. Data were gathered from nine companies and were organized by recurring metaphorical themes. Relative to each theme was a set of dynamics (interpreted and labeled by the researcher), and statements or phrases that reflected those dynamics. Results revealed that family themes were the most frequently mentioned. Reports of changes in identity were emphasized, from a family identity of belonging, closeness and support, to a business identity leaving employees feeling used, abandoned, deceived. Additionally, vehicle and lover metaphors were also used frequently, but indirectly. Employees never used the words "vehicle" or "lover," but made implications for these types of relationships. Most of these themes reflected the past condition in contrast to the present as states of conflict, but they also reflected combinations of identities beyond a simple commitment to the organization as a whole. A more complete study of an organization in transition using direct collection of data, particularly on-line discourse, is called for. (One table of thematic phrases is included; one appendix containing phone interview questions and 36 references are attached.) (KEH)

ED 321 317 CS 507 208

Studdert-Kennedy, Michael, Ed.
Status Report on Speech Research, January-June 1989.
Haskins Labs., New Haven, Conn.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Health (DHHS), Bethesda, MD. Biomedical Research Support Grant Program.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
REPORT NO.- SR-97/98
PUB DATE- 89
NOTE- 265p.; For the July-December 1989 status report, see CS 507 209.
CONTRACT- N01-HD-5-2910
GRANT- BNS-8520709; HD-01994; NS07237; NS13617; NS13870; NS18010; NS24655; NS25455; RR-05596

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; *Class Activities; College School Cooperation; Creative Dramatics; *Drama; *Dramatic Play; Elementary Education; Elementary School Students; Higher Education; *Improvisation; Instructional Materials
IDENTIFIERS- *Drama in Education; State University of New York Coll at Potsdam

Intended to accompany the children's play "The Prince Who Wouldn't Talk" by James Brock on a tour of elementary schools, this guide is designed to help prepare students for the production, stimulate them to new thinking, and create follow-up activities for the classroom. The guide's first section gives a brief history of the Children's Drama Tour at Potsdam College (State University of New York), a synopsis of the play, a director's note, and notes about the cast and crew. The following section contains notes to the teacher and offers suggestions for classroom activities and exercises in dramatic play, drama games and exercises, role playing and improvisation, and related activities (including brain teasers, word lists, crossword puzzle activities, and poems). The next section lists 11 readings in drama for elementary teachers and 33 items of literature for extension and enrichment. The final section offers examples of aims and objectives in adapting these and other drama activities to the curriculum. (SR)

ED 321 330 CS 507 226

Aust, Charles F.
Relationship-Enhancing Communication Skills in "The Cosby Show."
SPONS. AGENCY- West Georgia Coll., Carrollton.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Communication Research; Content Analysis; *Family Relationship; *Interpersonal Communication; *Parenting Skills; *Parent Role; Role Models; Social Influences; Television Viewing
IDENTIFIERS- Communication Behavior; *Cosby Show; *Family Communication

A study examined the parenting behaviors portrayed on "The Cosby Show" to determine the use of specific parenting skills and family relationship-enhancing communication techniques. Videotapes of nine

97403 (free; $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Aggression; Attitude Change; *Behavior Change; *Crime Prevention; *Crisis Intervention; Discipline Policy; Elementary Secondary Education; *Legal Responsibility; Needs Assessment; Police School Relationship; *School Community Relationship; *School Security
IDENTIFIERS- ERIC Digests

Preventive and coping strategies that provide school security include techniques to obtain and analyze data in order to identify trends and to develop a school security needs assessment. Other security measures involve special training for teachers, supervision, and a crisis plan. Administrators who examine and upgrade their schools' security systems may not be able to prevent all crime, but they can protect their schools from liability in court. Ten resources are listed. (MLF)

ED 321 344 EA 021 581

Baas, Alan
The Role of Business in Education. ERIC Digest Series Number 47.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Corporate Support; Educational Objectives; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; *Futures (of Society); *School Business Relationship; School Community Relationship

objectives, and methodology of the study. Chapter 2 examines the need for more effective assessment methods and offers suggestions. Chapter 3 addresses the role of advisory committees. Chapter 4 reviews facilities' physical problems and the effectiveness of substance abuse programs. Recommendations call for: (1) the use of measures other than test scores for school evaluation; (2) the implementation of better substantiated methods of documentation; and (3) the inclusion of school advisory committees in decision making. Appendices provide information on regional enrollment and methodology, comments from the DOD, and a list of contributors. (LMI)

ED 321 359 EA 021 968

School Business Management in the 21st Century.
Association of School Business Officials International, Reston, VA.
REPORT NO.- ISBN-0-910170-55-X
PUB DATE- 90
NOTE- 168p.
AVAILABLE FROM- Publication Sales, ASBO International, 11401 North Shore Drive, Reston, VA 22090 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Accountability; *Administrative Principles; Change Agents; *Educational Planning; *Educational Trends; Elementary Secondary Education; Food Service; *Futures (of Society); Prediction; *School Business Officials; School Demography; School Organization; *Social Change; Student Transportation
IDENTIFIERS- Risk Management; *School Business Management

As society's fundamental characteristics change, schools and school leaders must be prepared to modify the educational enterprise to meet the new and unique needs of adults and youngsters in the 21st century. To anticipate and control change, the school business manager must be able to project future trends, issues, and challenges. In this volume, 15 authors provide the school business manager with some insights regarding the future of U.S. education and their impact on the school business management function. The articles address organizational management trends, political and regulatory changes, U.S. demographic characteristics, forecasting technique, budgeting trends, revenue outlook, and information management systems. In addition, future trends in personnel issues, risk management, food service, school bus transportation, resolution requires interpersonal communication skills, awareness of environmental factors, and recognition of conflict as an inherent, functional element of the educational system. (10 references) (LMI)

ED 321 374 EA 022 000

Extending the School Day/Year: Proposals and Results. Data-Search No. 9. What Research Says About Series.

National Education Association, Washington, D.C.

PUB DATE- Oct 87

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Elementary Secondary Education; Excellence in Education; *Extended School Day; *Extended School Year; Formative Evaluation; Nontraditional Education; School Organization; *School Schedules

A review of research on the feasibility of extending the school day/year is the purpose of this report. The first section discusses the outcomes of such proposals since April 1983 and concludes that they have failed to generate widespread acceptance. The second part assesses the validity of international comparisons used to justify such proposals. It concludes that the comparisons ignore studies that have found no positive relationship between total hours of instruction and student achievement. The last section examines the longer school day/year from the perspective of time-on-task literature, and recommends: (1) more efficient use of existing instructional time; (2) the consideration of different schedules appropriate to different schools; and (3) implementation on an individual basis only after intensive collaborative evaluation. Appendices provide position statements and references in favor of the proposal. An extensive bibliography is included. (LMI)

ED 321 375 EA 022 004

inherent byproducts of the traditional school structure, this study compares the effects of an experimental curriculum program on student learning with its traditional structural counterpart. The traditional school structure is characterized by a heavy teacher workload, segmented student schedules, and limited individual teacher-student interaction. The Renaissance Program (RenPro) at Masconomet High decreased the student course load and increased the amount of teacher-student interaction time. Students took two 100-minute long courses per trimester. Students also participated in seminars, independent studies, foreign language programs, and physical education. Approximately 80 students, one-half of the ninth grade, volunteered. Initial assessment by the Harvard Graduate School of Education is inconclusive after only one year of program implementation. However, in a comparison of RenPro and traditional students' (TradPro) final examination scores, RenPro students performed marginally better than their TradPro peers. Other preliminary results were improved student-teacher relationships; increased student motivation; greater opportunity for indepth exploration of course material; decreased grading time; and the implementation of more effective teaching styles. Problems cited are student discipline problems and distrust of the program by the traditional school. However, the findings generally indicate that such programs are feasible alternatives to stimulate students' critical learning and thinking processes. (LMI)

ED 321 391 EA 022 043

The Role of Business in the Schools. The Best of ERIC on Educational Management Number 102.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 6p.; Portions printed on dark background may reproduce poorly.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable

San Francisco, California, November 13-15, 1986). Volume 1.
Hawaii Univ., Manoa. Dept. of Human Resources.; Western Region Home Management Family Economics Educators, Corvallis, OR.
PUB DATE- 86
NOTE- 101p.; For related proceedings, see CE 052 261-265.
AVAILABLE FROM- Western Regional Home Management Family Economics Educators, Family Resource Management, Milam 321, Oregon State University, Corvallis, OR 97331-5108 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Comparable Worth; *Consumer Economics; Consumer Education; Decision Making; Family Life; *Family Life Education; Home Economics; *Home Management; Investment; Microcomputers; *Money Management; Purchasing; Sex Differences; Sex Role; Stress Management; Time Management; Undergraduate Students; Volunteers; Well Being

These proceedings consist of 13 presentations, most of which are followed by responses or discussant comments. The papers include "Comparable Worth: Pay Equity or Road to Ruin?" (Ferber; discussants Braconi, Zick); "Measuring Financial Satisfaction" (Davis; discussant Lown); "Can Tools for Regional Economics Be Used to Assess the Export of Family Time to the Marketplace: A Theoretical Exploration" (Olson, Olson; discussants Horton, Iams); "An Analysis of Perceived Economic and Psycho-Social Well-Being of Rural Nevada Residents with and without Investment Income" (Peters, Haldeman, Martin; discussants Burton, Longstreth); "Human Resources--Vital to the Home Based Business" (Walker, Stryker); "An Exploratory Study of Sex Role and Self Perception Effects on Spousal Reports of Influence in Family Recreation Decision Making" (Rudd, Koehler); "Learning and Consumer Decision-Making Styles" (Sproles, Kendall); "Contents of Western Regional Proceedings, 1970-79 (What Did We Report?)" (Tucker, Makela); "Reported Expenditures of University Undergraduates" (Hamby, Holyoak, Haldeman); "Effective Financial Management: A Definition and a Measure" (Schnittgrund, Baker); "Home Management-Family Economics Educators: Serving the Needs of Remarried Families" (Lown, Merfeld); "A Comparative Evaluation of the Consumer Information Catalog in Four Presidential Administrations" (Ackerman); and "Differences in Husband and Wife Coping Strategies for Nevada Dual-Earner Couples" (Cumming). (YLB)

not directly linked to the job rewards emphasized by management. The other organization had conveyed attitudes of the value of education as an end in itself, and its employees gave a higher rating to the content of the workshops. The study suggests that the effectiveness of training depends on the organizational values that are transmitted to employees and internalized by them prior to training. (KC)

ED 321 022 CE 054 958

Duenk, Lester G.
Standards for Excellence in T & I Certification Five Years Hence.
PUB DATE- 18 May 90
NOTE- 23p.; Paper presented at the Southeastern Trade and Industrial Education Conference (Raleigh, NC, May 18, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Trends; Secondary Education; *State Standards; *Teacher Certification; Teacher Education; *Trade and Industrial Education; *Trade and Industrial Teachers

A descriptive study was conducted to compare current trade and industrial education (T & I) certification requirements throughout the United States with the 16 certification standards recommended in "Standards for Excellence in Trade and Industrial Education" by the U.S. Department of Education (USDE), 1985. Data were gathered from T & I certification regulations submitted by 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. Data were placed into the categories of: (1) preemployment requirements; (2) work experience requirements; (3) certification requirements; and (4) renewal requirements. Each of the USDE standards was restated, followed by a description of current practice as of August 1, 1989. This study will serve the needs of state departments of education and others who are seeking to update T & I requirements. (12 references) (Author/KC)

ED 321 023 CE 054 978

128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Civil Rights; *Comparative Education; Developed Nations; Developing Nations; Foreign Countries; *Illiteracy; *Literacy Education; Peace; *Womens Education
IDENTIFIERS- International Literacy Year 1990

International Literacy Year, 1990, is intended to alert readers to the persistence of illiteracy. The challenge of illiteracy can only be met by concerted action on the part of all those concerned, acting together to conquer ignorance, eliminate poverty, promote peace, and assert the solidarity and interdependence of nations and peoples. As early as 1946, the United Nations Educational, Scientific, and Cultural Organization began promotion of basic education. From 1960 to 1985, the rate of illiteracy among adults was reduced from 39.3 percent to 27.7 percent worldwide. This reduction was primarily due to the expanded enrollment of children in school rather than to any progress in the struggle against adult illiteracy. The absolute number of illiterate adults is steadily increasing, with the figures having risen from 740 million in 1970 to 889 million in 1985. Progress in schooling is offset by the effects of population growth. The average illiteracy rate conceals disparities between different regions of the world. Of the 889 million illiterate adults aged 15 and over, 98 percent are found in developing nations. Almost 63 percent of all illiterate adults are women. Of the 116 million children aged 6 to 11 who were unable to attend elementary school in 1985, 60 percent were girls. The struggle for literacy is also a struggle for justice, for access to knowledge, and for equality. Literacy is an essential precondition for the effective exercise of human rights. (CML)

ED 321 036 CE 055 133

Levine, Kenneth
The Future of Literacy and Literacies of the Future. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055

to enjoy them, are aware of health hazards, are more analytical, and are more punctual. The policy on lifelong learning includes employing teachers from the community. (CML)

ED 321 048 CE 055 145

Mpogolo, Z. J.
A Nationwide Literacy Campaign: The Tanzanian Experience. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Adult Educators; Basic Skills; Educational Resources; Elementary Secondary Education; Foreign Countries; Functional Literacy; Illiteracy; Instructional Materials; *Literacy; *Literacy Education; *National Programs; *Nonformal Education; *Rural Education; Student Recruitment; Swahili; Teacher Education; Volunteers
IDENTIFIERS- International Literacy Year 1990; *Tanzania

The United Republic of Tanzania was perhaps the first African country to give urgent attention to adult literacy. One of the immediate results of educating adults was to make them insist that schooling be provided for their children. The literacy campaign that started in 1971 reduced the 1969 illiteracy rate of 69 percent to 9.6 percent in 1986. In addition to the purely educational results, the demand for newspapers and books has increased; literacy participants have adopted health, nutrition, and balanced diet practices; their employment opportunities have increased; and the nation's political culture has been built. The Ministry of Education directs the literacy campaign through its Department of Adult Education and regional, district, divisional, and ward adult education coordinators. The language understood throughout the country is Kiswahili. Functional literacy primers that deal with subjects related to socioeconomic activity have been developed. Radio programs, newspapers, and audiocassettes have also been widely used in the literacy campaign to recruit volunteers and motivate adult learners. Some objectives of post-literacy programs exclusively on the technical drills of reading and writing and other methods appropriate for young children. These practices should be eliminated as the attitudes of the last two decades become more widespread. Among those attitudes are: (1) the adult learner has the central role in defining goals and learning needs; (2) learning is perceived as a continuous and deepening process of critical awareness; and (3) and the diversity of the aims of literacy action is recognized. (CML)

ED 321 061 CE 055 158

Sasaoka, Taichi
How To Prepare Materials for Neo-Literates. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Adult Literacy; *Adult Reading Programs; Developing Nations; Early Reading; Foreign Countries; *High Interest Low Vocabulary Books; Instructional Materials; *Material Development; *Reader Text Relationship; *Reading Materials; Reading Material Selection; Reading Skills
IDENTIFIERS- Asia Pacific Region; International Literacy Year 1990

Literacy materials are either for illiterate people or for neoliterate people (those who have attained limited literacy but might easily relapse if they do not practice reading with appropriate materials). Thirty-five kinds of prototype materials for neoliterate persons have been developed by the Asian/Pacific Joint Production Programme of Materials for Neo-Literates (AJP), and 27 of them have been translated into 16 vernacular languages in 10 countries. The majority of neoliterate people in developing countries live in the rural areas and in city slums, where access to written language is limited. According to an investigation in Malaysia, 3 years' absence of reading materials causes a lapse into illiteracy. Materials for neoliterate readers should improve their quality of life; be in their mother tongue; be simple, attractive, and interesting; include visual aids; suggest how to use different materials in combination; and allow readers to progress at their

ED 321 074 CE 055 180

Merlin, Shirley B.
Career Enhancement Program for the Poultry Processing Industry of the Shenandoah Valley of Virginia. Final Report.
James Madison Univ., Harrisonburg, Va.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jun 90
NOTE- 27p.; National Workplace Literacy Program (84.198).
GRANT- V198A80110
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cooperative Programs; Employer Employee Relationship; Food Processing Occupations; High School Equivalency Programs; Individualized Instruction; *Inplant Programs; Institutional Cooperation; *Literacy Education; *Mobile Classrooms; Outcomes of Education; Participant Satisfaction; *Program Effectiveness; *Program Implementation
IDENTIFIERS- *Workplace Literacy

A literacy partnership demonstration project was conducted by Rocco, Inc., WLR Foods, Inc., the Virginia Poultry Federation, James Madison University, and Massanutten Technical Center. The project focused on enhancing workers' careers by providing literacy training to assist them in remaining employed or advancing in their careers. Led by an advisory board, the project developed and delivered at eight work sites a mobile literacy education program individualized to the workers' needs. Use of a mobile learning center enabled the project to overcome some of the problems associated with literacy programs. The unit traveled to seven sites in the morning and afternoon/evening shifts, Monday through Thursday, for two classes, 2-3 hours in length. On Friday, the van provided two 3-hour classes at the eighth site. Industry and workers contributed equal amounts of time. Participants were tested and provided with an individualized program using the computers and instructional equipment available in the van. A total of 164 workers participated in the open-entry/open-exit project. Workers and employers were pleased with the program. Final test results indicated that 103 of the 138 participants who completed 2 months of the program progressed. Of the 25 participants who took the General Educational Development (GED) test, 20 (80 percent) passed. The success of the program was demonstrated by the poultry industry's continuation of funding. (Author/KC)

organization offering credentials, initial credentialing requirements, credential renewal requirements (if any), continuing education approval process, and other information. Some of the programs profiled include the following: administrative manager, athletic trainers, appraisal, clinical laboratory technology, communications, compensation, computer operations, counseling, dental assisting, dentistry, dietetics, employee benefits, engineering, environmental health, financial analysis, health care executives, hearing-impaired education, housekeeping, information systems auditing, insurance, interior design, legal assisting, management, medical (various), municipal management, nursing, occupational therapy, optometry, organization development, parks and recreation, payroll, personnel, planning, production and inventory control, public relations, purchasing management, real estate, records management, rehabilitation, secretarial, security, social work, speech-language-hearing, transportation, and travel agents. (KC)

ED 321 087 CE 055 229

Single Parent Project. Annual Report, 1990. Continuation Proposal.
Eastern Washington Univ., Cheney.
SPONS. AGENCY- Washington State Dept. of Employment Security, Olympia.; Washington State Dept. of Social and Health Services, Olympia.
PUB DATE- 90
NOTE- 96p.; Photographs will reproduce poorly and two pages (copy of letter) contain very faint, broken type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *One Parent Family; Program Development; *Program Implementation; Self Supporting Students; *Student College Relationship; Student Needs; *Student Personnel Services; Student Welfare; *Welfare Recipients
IDENTIFIERS- *Eastern Washington University

The Single Parent Project (SPP) at Eastern Washington University assists single parents on public assistance who are working toward an academic degree in order to become independent from the welfare system. The SPP provides campus-based services that help students succeed in an academic setting. Four areas of focus for the SPP are: (1) direct services to students and their families; (2) support services; (3) special programming; and (4) advocacy. An

Personnel Services; Technical Education; Tutoring; Vocational Education; *Vocational Followup
IDENTIFIERS- *Montana

A study of the 1989 graduates of postsecondary vocational-technical programs in Montana was designed to provide insight into how graduates selected the schools, their level of satisfaction with training and student services provided while they were in school, and information on their present employment and plans for the future. Survey packets were mailed to 1,292 graduates of 9 participating schools in February 1990. The response rate was 44 percent after 2 follow-up contacts. Among the findings were the following: (1) almost half, or 48 percent, of the graduates chose their school for preparation for a job to be obtained; (2) an additional 23 percent chose it to improve existing skills; (3) 87 percent of the respondents felt that their course work had been of direct benefit in meeting needs of future career plans; (4) 23 percent indicated they had not used financial aid services; (5) 39 percent had not used counseling services; (6) 37 percent had not used job placement services; (7) 31 percent had not used learning laboratories or tutorial services; (8) 50 percent were employed full time, 18 percent part time, 15 percent were continuing their education, and 10 percent were unemployed; (9) of those employed, 61 percent indicated their job was directly or closely related to their training; and (10) 55 percent indicated that they were satisfied with their jobs. (The report includes 25 data tables and the survey form.) (CML)

ED 321 101 CE 055 263

Carsky, Mary L., Ed.
Proceedings of the American Council on Consumer Interests Annual Conference (36th, New Orleans, Louisiana, March 28-31, 1990).
American Council on Consumer Interests, Columbia, Mo.
PUB DATE- Mar 90
NOTE- 375p.; Document contains some small type. For the 1988 proceedings, see ED 299 447.
AVAILABLE FROM- American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Baby Boomers; *Consumer Economics; *Consumer

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Awards; *Eligibility; *Extracurricular Activities; *Honor Societies; Secondary Education; *Student Organizations; Student Participation; *Vocational Education
IDENTIFIERS- *North Carolina

This resource guide is designed to assist advisors in North Carolina in the organization and implementation of local school Vocational Education Honor Societies (VEHSs). The guide includes the State Constitution for VEHS, organizational and operational procedures, a description of an induction ceremony, samples of local constitutions, pin designs, a creed for members, evaluation forms, membership invitation forms, sample induction service programs, membership cards and certificates, and order forms. The state constitution identifies three types of membership: active secondary school members, active middle or junior high school members, and honorary members. Active members must have earned a minimum grade of 85 percent in their present high interest or major vocational education class, earned a B or above average in all completed classes in vocational education, and achieved a minimum grade point average of C in all other classes. (CML)

ED 321 115 CE 055 321

Alegria, Fernando L., Jr.; And Others
Participant Characteristics of the Job Training Partnership Act (JTPA) 3 Percent Set-Aside Program for Older Individuals: Findings and Policy Implications.
National Association of State Units on Aging, Washington, DC.; National Governors' Association, Washington, D.C.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Disabilities; Federal Programs; *Middle Aged Adults; *Participant Characteristics; *Retraining; Unemployment; Unemployment Insurance; Veterans; *Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Senior Community Service Employment Program

ED 321 129 CE 055 357

Legislation for Vocational Special Needs. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 88
NOTE- 15p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Disadvantaged Youth; Educational Resources; Education Work Relationship; *Federal Legislation; Federal State Relationship; Individualized Education Programs; Program Development; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Missouri

This module identifies the major provisions of federal laws involving vocational special needs education. Information is provided for implementing the Carl D. Perkins Vocational Education Act in Missouri. The guide includes a list of definitions and uses a question-and-answer format to discuss the legislation. Topics covered include education-to-work transitions, individualized education plans, individual vocational education plans, individualized written rehabilitation plans, the role of the state department of education in implementing the laws, and guidelines for local administrators. Thirteen references are included. (KC)

ED 321 130 CE 055 358

Building Vocational Programs. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- May 89
NOTE- 21p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East

Relationship; Employment Potential; Job Placement; Models; Secondary Education; *Sheltered Workshops; *Special Needs Students; *Supported Employment; Vocational Education; *Vocational Rehabilitation; *Work Experience Programs
IDENTIFIERS- Job Coaches; *Missouri; *Rehabilitation Act Amendments 1986

This module provides information on supported employment as outlined in the Rehabilitation Act Amendments of 1986, P.L. 99-506. It discusses models of supported employment; the roles of vocational rehabilitation counselors, school district personnel, and job coaches; and what school district personnel can do to prepare students for supported employment. Sample job training agreements are included, along with 6 definitions and 12 references. (Author/CML)

ED 321 147 CE 055 385

Vocational Education Safety and Liability. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 86
NOTE- 36p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Accidents; Injuries; *Laboratory Safety; *Legal Responsibility; Safety Education; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Missouri

This module provides safety guidelines for vocational teachers, principals, and students in the vocational shop class, including tips on the prevention and handling of accidents if they occur. It answers questions on student and administrator liability in accident situations. Suggestions are included for increasing the safety of special needs students, including hearing impaired, learning disabled, mentally retarded, physically handicapped, and visually impaired students. Appendices include a student safety checklist, two sample accident report forms, and the National Standard School Shop Safety Inspection Check List prepared by the Joint Safety Committee of the American Vocational Association and

Analysis
One of the fastest growing social and economic trends in the latter half of this century has been the entry of women into the labor force, especially women with children. How a mother's working outside the home affects her children is far from clear. This study examined the relationship between maternal employment status and sex-role concept, autonomy, and locus of control in early adolescence. Level of maternal education and type of maternal occupation were examined as two components of socioeconomic status which may have some bearing on adolescent outcomes. The effect of maternal employment was studied in terms of the child's age when the mother first entered the work force. Subjects (N=81) were eighth grade students grouped in four social studies classes according to academic level. A questionnaire measured sex-role orientation, autonomy, locus of control, and demographic factors. Results failed to reveal many clear patterns of effects from maternal employment variables. Correlations between maternal and child variables differed for boys and girls. Mothers who enjoyed their jobs were more likely to have daughters who held less stereotyped sex-role attitudes. High level of maternal education was positively correlated with daughter's autonomy scores, but not son's. For boys, internality was associated with higher academic level. For girls, an association was revealed between high level of maternal education and internality. (ABL)

ED 321 160 CG 022 390

McRobbie, Joan, Ed.; And Others
Proceedings Papers from A Conference on Drug Free Pregnancy (San Mateo, California, December 7-8, 1989).
Far West Lab. for Educational Research and Development, San Francisco, CA. Center for Child & Family Studies.; Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 47p.
CONTRACT- 1-H13SP01163-01; 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

universal primary prevention programs. Appendices include information about existing data sources on the subject of adolescent pregnancy and parenting and a list of state contacts on teenage pregnancy and parenting. (NB)

ED 321 173 CG 022 610

Mississippi Counselor Assessment Instrument.
Mississippi Counseling Association.; Mississippi State Dept. of Education, Jackson.
PUB DATE- May 87
NOTE- 67p.; Photoreduced type on pages 38-40 will not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competence; *Counselor Evaluation; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *School Counselors; School Guidance
IDENTIFIERS- *Mississippi

This counselor assessment instrument begins by listing 11 competencies for Mississippi school counselors. They should be able to: (1) organize and administer the guidance program; (2) provide counseling interviews for students during the school year; (3) provide group guidance and counseling with students during the school year; (4) coordinate student appraisal; (5) assist students with career development; (6) assist students with educational planning; (7) assist with referrals; (8) assist in the placement of students in the appropriate educational program and/or job; (9) consult with students, parents, teachers, administrators, and other appropriate individuals; (10) conduct program evaluation; and (11) demonstrate professionalism. Indicators for each competency are enumerated in the next section. This is followed by an explanation of the Mississippi Counselor Rating Instrument with instructions for scoring and steps in the evaluation process for assessing Mississippi counselors. Indicators and examples of counselor competencies are included to assist the school administration in evaluating the school guidance counselor. The American Association for Counseling and Development's statement on ethical standards is included, as is a guidance counselor job description. Counselor evaluation training material is appended. (NB)

focuses on postsecondary education programs in Virginia: colleges and universities, community colleges, junior and two-year colleges, vocational and occupational programs, adult continuing education, the general education development (GED) program, and military service. The college sections include information on admission procedures, financial aid, academic planning, and student services. Chapter 3 focuses more specifically on financial aid: how and when to apply, and the range of available grants, loans, and benefits. Chapter 4 lists and describes a wide range of career possibilities by category: artistic, scientific, nature, authority, mechanical, industrial, business detail, persuasive, accommodating, humanitarian, social/business, and physical performing careers. A list of key words is appended, along with planning checklists for junior and senior years in high school. Other Virginia publications in this series are listed. (TE)

ED 321 188 CG 022 629

After High School, Book 5. Activity Guide.
Virginia State Dept. of Education, Richmond.
PUB DATE- 84
NOTE- 16p.; For a related document, see CG 022 628.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; Career Guidance; *Career Planning; College Bound Students; *College Preparation; College Programs; Decision Making; *Educational Planning; *Higher Education; High School Seniors; Information Sources; *Post High School Guidance; *Postsecondary Education; Program Descriptions; Student Financial Aid
IDENTIFIERS- *Virginia

This minicourse, designed for use with "After High School, Book 5" of the Educational Opportunities in Virginia series, consists of six 50-minute guidance sessions to be conducted over 5 to 6 weeks. Session 1 is an orientation to course materials and a discussion of chapter 1 of the text. Session 2 is a decision-making activity to help students understand the steps in making important educational and career decisions. Session 3 is a class discussion regarding the major kinds of educational programs after high school in Virginia, as these relate to students interests and aptitudes. Session 4 is devoted primarily to providing financial aid information to

Association, and the National Association of the Dually Diagnosed, and 169 surveys were returned. This study examined the skills and training needs of counselors who work with dually-diagnosed clients (in this case, those having both mental retardation and mental illness) using data collected through surveys completed by the 76 AMHCA members who reported having had some experience providing counseling services to dually-diagnosed clients. Respondents rated 35 skills, with the 10 highest rated competencies/skills being: establishing a therapeutic relationship, assessment of mental retardation and mental illness, medication effects, helping skills, treatment planning/counseling goals, psychology of mental retardation and mental illness, social skills and assertion training, professional ethics, anger management, and the phenomenology of mental retardation and mental illness. (This report includes data on demographic characteristics of respondents, primary work settings, professional degrees, and client characteristics. Table 1 lists, in rank order, the 35 skills rated by respondents. The Counseling Skills Survey and the Dual Diagnosis Survey used in the study are included.) (NB)

ED 321 203 CG 022 649

Wiggins, James D.
Measured Self-Esteem and Locus of Control of Students Related to Video Game, Home Computer, and Television Viewing Involvement.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computers; Intermediate Grades; *Locus of Control; Secondary Education; *Self Esteem; *Television Viewing; *Video Games

This study was designed to investigate the influence of television on the lives of young people and the correlation between home computer programming, the playing of video games at home, and the playing of arcade games out of the home related to self-esteem and locus of control. Subjects were 405 students in grades 4 through 12 from 21 classrooms in 6 separate schools. Subjects completed the Self-Esteem Inventory and Locus of Control instrument and also completed questionnaires asking for age; gender; school; grade; and

Homes; *Older Adults; *Personal Autonomy

People in the counseling profession make some profound assumptions about the freedom that all people have (or seem to have). From the moment that each counselor began counselor training, the notion that people are able to generally choose and make decisions for themselves has been associated with the dominant process models of the profession. As a result, it is often difficult to imagine that some people as they grow older lose their freedom to make choices about their lives. Autonomy has been said to be similar to notions of self-determination, freedom, independence, etc. Autonomy gives a sense of well-being, but the older person may decrease his or her expectation of freedom of choice in order to retain a measure of life satisfaction. Situations in which individuals can lose their autonomy as they grow older include the diagnosis of cancer and nursing home placement and residency. The diagnosis of cancer may cause a person (or family) to surrender to the forces of medicine without considering the choices that are available. Another potential source for the loss of autonomy in adult life occurs with nursing home placement and residency. The nursing home carries with it images of the "last stop," a place where the poor, the frail, and the demented elderly go to wait to die. Counselors who work with persons in later life must constantly ask themselves what is truly best for the individual and consider too what allows them the most autonomy. (ABL)

ED 321 217 CG 022 666

Beehr, Terry A.; O'Driscoll, Michael P.
Employee Uncertainty as a Factor in Occupational Stress.
PUB DATE- 4 May 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (62nd, Chicago, IL, May 3-5, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Theories; Job Satisfaction; *Leadership Styles; Motivation; *Role Conflict; *Stress Variables; *Supervision; Work Environment
IDENTIFIERS- *Job Stress; *Uncertainty

Job stress is an area of research in which the relationships among job stressors (characteristics of the workplace) and individual strains (responses of the individual worker) are explored. The

Phillips, Nancy H.
Retention, Promotion, or Two-Tier Kindergarten: Which Reaches the
At-Risk Reader More Effectively?
PUB DATE- May 90
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Early Intervention; Educational Research; *Grade Repetition; *High Risk Students; *Kindergarten; Kindergarten Children; Preschool Education; *Reading Ability; Reading Achievement; *Student Promotion
IDENTIFIERS- Iowa Tests of Basic Skills; Virginia

This study investigated the effectiveness of an intervention year prior to kindergarten for at-risk children age-eligible for school. The central question of the study asked if the experience of a developmental kindergarten was worth the extra year participating children must spend in the educational process. The format for the study was that of a three-way analysis of variance, with three groups of at-risk children: developmental kindergarten students (DK); retained students (RT); and students who were not retained (NRT). Children were placed in either the developmental or academic kindergarten on the basis of test placement results. Results indicated that there were significant program effects in favor of the DK students for all three academic outcome measures when comparing the DK students with the RT students, indicating probable program effects in those measures for the developmental kindergarten program. Three self-perception measures were significant for DK students when they were paired with the RT students: school ability, school behavior, and global self-worth. Results indicated significant probable program effects for and strong effect sizes for the children, specifically white and female children who attended developmental kindergarten. Those effects were present in all academic subject areas, in work/study habits, and for self-perceptions of scholastic ability. (Six tables of data and a figure are included.) (MG)

correspondence about reading program; and reading award certificate. Seventy-nine references are attached.) (MG)

ED 321 244 CS 010 162

O'Hear, Michael F.; Ramsey, Richard N.
A Comparison of Readability Scores and Student Perceptions of Reading Ease.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Difficulty Level; Freshman Composition; Higher Education; *Readability; *Readability Formulas; Reader Text Relationship; Reading Comprehension; Student Attitudes; Textbook Evaluation; *Text Structure
IDENTIFIERS- Flesch Reading Ease Formula; Text Design; *Text Factors; Text Organization; *Text Processing (Reading)

A study was conducted to determine whether there was any match between student perception of reading ease and the readability of three main line, first-year college composition texts (Daugherty; Kinneavy, McCleary, and Nakadate; Lauer, Montague, Lunsford, and Emig) as determined by five commonly used readability formulas. Two chapters (on exposition and persuasion) were chosen from the five texts, and readability scores for each chapter as well as the texts as a whole were obtained. Students (n=311) responded to a Likert scale in response to the statement "This text was easy to read." Mean student readability perceptions were compared with the readability of the books as determined by formulas. Results indicated a serious discrepancy between student perceptions of reading ease and formula predictions. One explanation for the discrepancy may lie in text features not picked up by the formulas. These text features include: use and placement of main idea statements, examples, and repetition of key information. (One table is included.) (MG)

reading on adolescents, teachers should incorporate more novels featuring strong female role models for reading by both males and females. (Three tables of data are included, and 17 refernces are attached.) (Author)

ED 321 259 CS 212 409

Simmons-O'Neill, Elizabeth
Evaluating Sources: Strategies for Faculty-Librarian-Student Collaboration.
PUB DATE- Mar 90
NOTE- 39p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990). Some of the attachments are on colored paper and may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Discovery Learning; *Educational Resources; *Evaluation Criteria; Higher Education; *Learning Activities; Library Skills; Research Skills; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Aesthetic Reading; *Collaborative Inquiry; *Collaborative Learning

In one university, bibliographic labs were developed to help students retrieve and evaluate sources in the disciplines of history and literature. The labs were designed not only to provide training in the skills necessary for preparing a research presentation and paper, but to build on the foundation of faculty-librarian-student collaboration to actively engage the students as readers of primary and secondary texts, as listeners in a lecture, and as teachers themselves. For students in a writing course linked to a lower-division survey of Western Medieval and Renaissance history, by understanding that textbooks are written by individuals within disciplines students also realized that the lectures they heard were secondary material. Students then began to ask substantive questions about the primary materials. Because students began the quarter learning to recognize kinds of questions asked by historians, they saw more clearly that their own writing participated in an ongoing conversation. During the first week of a reading fiction course, students discovered not only that there are

DESCRIPTORS- *Audience Analysis; *Audience Awareness; Creative
Writing; High Schools; High School Students; Persuasive Discourse;
Rhetorical Invention; *Rhetorical Theory; *Writing Instruction;
Writing Skills
IDENTIFIERS- Voice (Rhetoric); Writing Contexts

Many theorists agree that attention to audience in the act of writing is a very crucial component whether product or process oriented. Audience to the classical rhetorician is an audience to be persuaded, a weak-minded audience that needs someone to direct its thinking to a point of decision. Some high school teachers use this approach as they ask students to analyze the unknown audience so that the student can adapt the discourse to the rhetorical situation accordingly. In the informational perspective situation, the writer's main goal seems to be effective transmission of information to the reader. The main problem with this theory is that it does not allow for creativity in writing. The social perspective theory promotes the idea that all communication is a social act where personal voice must give way to the opinion of the masses or at least to the voices in power. After a teacher has considered these three perspectives regarding the teaching of composition, there needs to be a reconciliation of issues voiced by each perspective. Teachers need to become writers to share the problems of writing with their students; this opens the door to allow real audiences to emerge for the teacher and students. Once students and teachers realize that the best way to develop a sense of audience in writing is through sharing real writing with real audiences, then there will be peace in the writing class. (Eighteen references are attached.) (MG)

ED 321 273 CS 212 428

Farr, Roger; And Others
An Examination of the Writing Vocabulary of Students in Grades Nine
through Twelve: A Study of a National Sample of High School
Writing.
Indiana Univ., Bloomington. Center for Reading and Language Studies.
SPONS. AGENCY- Harcourt Brace Jovanovich, Inc., New York, N.Y.
PUB DATE- 89
NOTE- 168p.; For a similar study, grades 2-8, see ED 300 820.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive
(Program/Project Descriptions) (141) Numerical/Quantitative Data

Education; *English; *Grammar; Independent Study; *Learning Activities; Nouns; *Proofreading; Punctuation; *Sentence Structure; Verbs; Workbooks

Intended for use by students at any level above grade 4, this practice book sharpens students' knowledge of basic grammar skills. The book emphasizes combining and expanding sentences as well as checking written sentences for correct use of various parts of speech. The book includes a section on capitalization and punctuation. The book is self-paced so that students may use it independently, and answers are provided for exercises so that students can check on their own work. Readability of the book has been carefully controlled for younger students, but the approach and design of the book make it useful for older students or students who speak English as a second language. (RS)

ED 321 288 CS 212 445

Rodgers, Molly; Zimmer, Linda M.
Grammar--Practice Book E: Sentences--Fragments and Run-Ons, Agreement, Usage, Avoiding Common Errors.
REPORT NO.- ISBN-0-88309-959-4
PUB DATE- 90
NOTE- 117p.; For other workbooks in this series, see CS 212 441-444.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Capitalization (Alphabetic); Editing; Elementary Education; *English; *Grammar; Independent Study; *Learning Activities; Nouns; *Proofreading; Punctuation; *Sentence Structure; Verbs; Workbooks
IDENTIFIERS- Sentence Fragments

Intended for use by students at any level above grade 5, this practice book helps students master fundamental grammar concepts and avoid grammar errors commonly made in speaking and writing. The book emphasizes correct sentence structure and clarity of expression. The book includes editing and proofreading exercises and a section on capitalization and punctuation. The book is self-paced so that students may use it independently, and answers are provided for exercises so that students can check on their own work. Readability of the book has been carefully controlled for

ED 321 303 CS 506 892

Kitao, Kenji; Kitao, S. Kathleen
Intercultural Communication: Between Japan and the United States.
PUB DATE- 89
NOTE- 588p.
AVAILABLE FROM- Eichosha Shinsha Co., Ltd., Kusaka Bldg., 2-28 Kanda Jimbo-cho, Chiyoda-ku, Tokyo 101, Japan.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; *Cultural Differences; *Cultural Influences; Foreign Countries; Foreign Culture; *Intercultural Communication; International Relations; *Japanese; *Japanese American Culture; Japanese Americans; North American Culture
IDENTIFIERS- *Japan; *United States

This collection of papers on the intercultural communication between the United States and Japan is divided into three sections. The first section, "Introduction to Intercultural Communication," describes the background of the relationship between Japan and the United States, the history of the study of intercultural communication, and some of the problems related to it--barriers that make communication between Americans and Japanese more difficult. The second section, "Influences on Culture and Cultural Influences," includes seven papers on various aspects of communication between Americans and Japanese. The third section, "Japanese Students' Knowledge of American Culture," is made up of five studies related to Japanese students' contact with Americans and American culture, their knowledge of American culture, and the problems that they face in the United States. The book also includes a bibliography compiled for teachers of English in Japan who are interested in the influence of culture and intercultural communication on language teaching and learning. (MS)

ED 321 304 CS 507 048

Justice, Paula Lippard
"What She Doesn't Know Won't Hurt Her": Gender Effects on Patterns of Interpersonal Deception.
PUB DATE- Nov 87

LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Perception; Communication Research; Dyslexia; *Language Processing; Language Research; Music Theory; *Phonetics; Reading Comprehension; Reading Difficulties; *Speech; *Speech Communication
IDENTIFIERS- *Speech Perception; Speech Research; Vocalization

One of a series of semiannual reports, this publication contains 14 articles which report the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. The titles of the articles and their authors are as follows: "Gestural Structure and Phonological Patterns" (Catherine P. Browman and Louis Goldstein); "The Cricothyroid Muscle in Voicing Control" (Anders Lofqvist and others); "Growth of Surface Waves with Application to the Mucosal Wave of the Vocal Folds" (R. S. McGowan); "Effects of Preceding Context on Discrimination of Voice Onset Times" (Bruno H. Repp and Hwei-Bing Lin); "Can Speech Perception be Influenced by Simultaneous Presentation of Print?" (Ram Frost and others); "Detectability of Words and Nonwords in Two Kinds of Noise" (Bruno H. Repp and Ram Frost); "Discovering Phonetic Coherence in Acoustic Patterns" (Catherine T. Best and others); "Reception of Language in Broca's Aphasia" (Donald Shankweiler and others); "Syntactic Comprehension in Young Poor Readers" (Suzanne T. Smith and others); "Phonological Deficiencies: Effective Predictors of Future Reading Problems" (Virginia A. Mann and Patricia Ditunno); "Consideration of the Principles of the International Phonetic Alphabet" (Arthur S. Abramson); "Language Specificity in Lexical Organization: Evidence from Deaf Signers' Lexical Organization of ASL and English" (Vicki L. Hanson and Laurie B. Feldman); "Anomalous Bimanual Coordination among Dyslexic Boys" (Marshall Gladstone and others); "Expressive Microstructure in Music: A Preliminary Perceptual Assessment of Four Composers' Pulses'" (Bruno H. Repp). An appendix lists DTIC and ERIC numbers for publications in this series since 1970. (SR)

ED 321 318　　　　CS 507 209

Studdert-Kennedy, Michael, Ed.
Status Report on Speech Research, July-December 1989.
Haskins Labs., New Haven, Conn.

randomly chosen broadcast episodes were content analyzed according to family communication models of Thomas P. Gordon (1970), Bernard J. Guerney (1977), and Saf Lerman (1985). The data revealed extensive use of parenting and other interpersonal verbal and non-verbal communication skills, as well as three general approaches, including lack of physical punishment, lack of derogation of the person, and lack of impulsive hostility toward children. Twelve specific techniques found which model psychologically healthy family communication skills include sharing feelings; allowing alternatives instead of commands; maintaining composure in the face of sensitive and emotional issues; taking decisions to logical conclusions; setting limits; role playing to show consequences; encouraging expression and awareness of feelings; sharing problem-solving with children; accepting responsibilities; evidencing appropriate expressions of anger and displeasure; spending time together; and modeling values and beliefs. (One table of data is included; 15 references are attached.) (KEH)

ED 321 331 CS 507 229

Eadie, William F.; Krivonos, Paul D.
The Simulated Organization Course at Cal State, Northridge.
PUB DATE- Feb 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; *Course Content; *Course Organization; Experiential Learning; Group Dynamics; Instructional Innovation; *Organizational Communication; *Simulation; *Speech Communication; Speech Instruction
IDENTIFIERS- California State University Northridge; Organizational Skills

A course at California State University, Northridge, titled Applied Organizational Communication, allows students to apply their understanding of group and organizational communication theory to an actual situation and then in turn to analyze the observations in the organization in terms of those theories. The class forms a

IDENTIFIERS- *Business Role; ERIC Digests

Businesses are working with schools in ways that can affect every aspect of the education process. The most widespread form of business help takes place in the classrooms. School leaders need to be clear with themselves as to how much and what kind of involvement they want businesses to have in their schools. Business leaders can also help schools by actions in their own environment such as offering childcare at the workplace and allowing employees flexible schedules. Thirteen references are listed. (MLF)

ED 321 345 EA 021 906

Cooper, Elizabeth

Issues in Accountability for Saskatchewan Schools. SIDRU Research Report No. 9.

Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.

PUB DATE- Jun 88

NOTE- 65p.

AVAILABLE FROM- Publications, Saskatchewan Instructional Development and Research Unit (SIDRU), Faculty of Education, University of Regina, Regina, SK, Canada ($10.00 plus $1.50 postage and handling; quantity discount).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Accountability; Administrator Responsibility; Elementary Secondary Education; Ethics; Evaluation Criteria; Evaluation Methods; Foreign Countries; Professional Autonomy; *Responsibility; School Effectiveness; School Responsibility; Teacher Responsibility

IDENTIFIERS- *Saskatchewan

Issues of accountability in enterprises that provide educational services at the individual and institutional levels are explored in this paper. Two conceptions of accountability are addressed: accountability as measurement and as ethics. A major source of confusion is the disagreement between the two ways of thinking about the meaning and implication of accountability Accountability as measurement stresses objectivity and empirical measurement, and accountability as ethics places trust in subjective but rational judgment. However, both perspectives are incomplete in that they fail to critically address the sociopolitical context and its curriculum development, computer applications, and school facilities are highlighted. The concluding essay challenges school business officials to examine themselves and their school districts and to assess readiness for change. Large-scale organizational change includes several key elements: pattern-breaking, experimenting, visioning, bonding, and attunement. To be effective change agents, officials need to identify and overcome pervasive technical, political, and cultural reasons for resisting change. Each chapter contains extensive references. (MLH)

ED 321 360 EA 021 972

Swanson, Austin D.; And Others
Setting and Implementing School District Goals.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; *Educational Planning; Elementary Secondary Education; *Goal Orientation; *Long Range Planning; *School Districts; Suburban Schools; *Values
IDENTIFIERS- *Williamsville Central School District NY

Although the importance of well specified goals and objectives for educational organizations is clearly established in the management literature, documented examples of goal-setting development and implementation by schools and school districts are scarce. This paper recounts the Williamsville (New York) Central School District's experience with developing, implementing, evaluating, and reformulating district goals over a 13-year period. In October 1981, after a 5-year process providing extensive involvement by community, staff, and students, the Williamsville Board of Education adopted a statement of educational goals and objectives and committed to an ongoing implementation and evaluation process. After a systematic evaluation of its goal implementation process, a revised set of goals was adopted in October 1988. The first section of this paper discusses the rationale for undertaking a deliberate goal setting strategy. The second section reviews the bargaining process leading to the adoption of a set of goals in 1981. The third section studies the implementation process during 1981-1987, and the fourth section reports the procedures and findings of the

DeFigio, Nicholas F.; And Others
Patterns of Employee Discipline That Emerged from Arbitration of Grievances.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Arbitration; *Collective Bargaining; Elementary Secondary Education; *Employer Employee Relationship; *Grievance Procedures; Labor Legislation; Labor Problems; Labor Relations; *Negotiation Agreements; Negotiation Impasses; Public Education; *School Districts

Arbitration decisions resulting from school district disciplinary actions and professional employee grievances are studied to determine the extent to which school district decisions are upheld by arbitrators, and to identify factors for the support, modification, or contest of a district decision. Data sources are 333 arbitration cases from 27 states and the District of Columbia that were voluntarily reported to the Labor Relations Press during 1972-1987. Case scope, categories of offenses, district actions, and arbitrators' decisions are presented and compared by 4-year periods. Changes in the types and frequencies of arbitrated offenses reflect a decrease in cases involving teacher competency and an increase in conduct grievances. Although an increasing number of school district decisions have been upheld, arbitrators rule against districts a majority of the time. Findings indicate that the number of least severe corrective actions has decreased significantly, accompanied by an increase in the number of most severe sanctions. Collective bargaining's grievance procedure has changed the focus of employee management from competence to conduct that results in competence. Tables provide statistics that support the conclusions. (9 references) (LMI)

ED 321 376　　　　EA 022 006

Wax, Anne S.; Hales, Loyde W.
The Development of an Instrument for Measuring Burnout in Public School Administrators.
PUB DATE- Apr 84
NOTE- 28p.; Paper presented at the Annual Meeting of the American

Elsewhere) (999)
DESCRIPTORS- *Business Responsibility; Cooperative Education; *Corporate Support; Elementary Secondary Education; Human Capital; Private Sector; Productivity; *School Business Relationship; School Restructuring

Annotations of ERIC literature on the role of business in the schools are presented in this document. The following 10 items are reviewed: "What Reform Talk Does: Creating New Inequalities in Education," by Michael W. Apple; "Guidelines for Business Involvement in the Schools," by the Association for Supervision and Curriculum Development; "Investing in People: A Strategy to Address America's Workforce Crisis," by the Commission on Workforce Quality and Labor Market Efficiency; "Taking a Cue from Business--Schools Can Become More Responsive," by Robert DeBlois; "A Blueprint for Business on Restructuring Education," by Frederick S. Edelstein; "Will Schools Get the Business!" by Will Englund; "An Education Recovery Plan for America," by David T. Kearns; "Business Involvement and Public School Improvement," by Dale Mann; "Partners in Education: An Old Tradition Renamed," by Daniel W. Merenda; "The Compact Project. School-Business Partnerships for Improving Education. Corporate Action Package," by the National Alliance of Business, Inc.; and "Company-School Collaboration: A Manual for Developing Successful Projects," by Sheila Onuska. (LMI)

ED 321 392 EA 022 045

Pavan, Barbara Nelson
Searching for Female Leaders for America's Schools: Are the Women To Blame?
PUB DATE- Oct 89
NOTE- 24p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Scottsdale, AZ, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Administrator Selection; Comparable Worth; Educational Administration; *Elementary Secondary Education; Employment Level; Employment Opportunities; *Equal Opportunities (Jobs); Job Application; Job Search Methods; Sex Discrimination; *Women Faculty

In spite of affirmative action efforts, the percentage of female

ED 321 010   CE 052 264

Holyoak, Arlene, Ed.

Economics of Health & Welfare. Papers of the Annual Conference of the Western Region Home Management Family Economics Educators (27th, Vancouver, British Columbia, November 4-6, 1987). Volume 2.

Hawaii Univ., Manoa. Dept. of Human Resources.; Western Region Home Management Family Economics Educators, Corvallis, OR.

PUB DATE- 87

NOTE- 188p.; For related proceedings, see CE 052 261-265.

AVAILABLE FROM- Western Regional Home Management Family Economics Educators, Family Resource Management, Milam 321, Oregon State University, Corvallis, OR 97331-5108 ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Consumer Economics; Consumer Education; Divorce; Family Life; *Family Life Education; *Family Problems; Health Services; Home Economics; *Home Management; Money Management; Purchasing; Retirement; Stress Management; Underemployment; Volunteers; *Welfare Services; Youth Employment

These proceedings contain 25 presentations, some of which are followed by discussants' papers. They include: "Comparative Approaches to Welfare" (Badir); "More for Less: Low Cost of Universal Access to Health Care in Canada" (Barer); "Consumer Issues and Concerns in Health Care Provision" (Brown); "Low Cost of Universal Access: Reaction from the Medical Profession" (Bell); "Issues and Concerns--British Columbia Ministry of Health" (Pallan); "Divorce: Economic Consequences after Ten or More Years of Marriage" (Rowe); "Mobile Families' Satisfaction with Economic and Personal Factors and Its Relation to Stress" (Berger; discussants Ash, Harvey);" The Conservation Process: A Model and Preliminary Test" (Longstreth; discussant Haldeman); "Western Regional Proceedings: Contents in the 1980s and References to the Papers" (Makela, Tucker; discussants Baker, Beard); "The Personal Financial Effects of Serious Work Injury" (Ray, Horton; discussants Douthitt, Lown); "Relationships between Household Task Allocation and Perceived Stress in Nonmetropolitan Families" (Ward, Zimmerman; discussants Kingsbury, Olson); "Predictors of Search Time for the Purchase of a Home Furnishing Durable Good" (Ackerman, Windley); "Family Debt Management in Bankruptcy" (Bartelme, Baker); "Patterns of Family Financial Management" (Davis); "Analysis of the Effects of Children on the Trade-Off between Parental Time and Market Purchased Goods & Services Over the Life Cycle" (Douthitt, Fedyk); "Factors Related to Receiving Informal Grants: Study of Rural Families" (Haldeman, Tomcala, Hall); "Health, Self-Esteem, and

Ricken, Heinz W.
Preparing Special Needs Students for the World of Work.
PUB DATE- Dec 89
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; *Employment Potential; Entry Workers; High Schools; Industrial Arts; *Job Skills; Repair; School Shops; *Small Engine Mechanics; *Special Needs Students; *Teaching Methods; Technical Education; Two Year Colleges

Based on a class in small engine repair, this document prepares teachers to help special needs students to enter the world of work. The paper contains an overview of the course, which teaches students repair skills while introducing them to safety habits, work habits, and characteristics that employers expect of entry workers. Strategies outlined include making the school shop a real workplace, varying teaching techniques, and keeping mind and body fit while passing such attitudes along to students. A list of seven resources is provided. (KC)

ED 321 024 CE 055 034

The Statewide Conference of the Florida Allied Health Articulation Project (Orlando, Florida, June 21, 1989). Proceedings and Findings.
Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.; Tallahassee Community Coll., Fla.; Valencia Community Coll., Orlando, Fla.
PUB DATE- 21 Jun 89
NOTE- 31p.; Photographs and some headings will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Allied Health Occupations Education; *Articulation (Education); *Educational Needs; *Educational Planning; Educational

128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Developed Nations; Developing Nations; Economic Development; Educational Objectives; *Educational Policy; Elementary Secondary Education; Employment Qualifications; Foreign Countries; *Functional Literacy; Futures (of Society); *Literacy Education; Policy Formation; *Politics of Education; Program Development; *Public Policy; Social Status; *Technological Advancement
IDENTIFIERS- International Literacy Year 1990

The advent of the "information age," and the electronic communication technologies that are part of it, was supposed to replace print. However, this has not been the case, as the amount of print materials being produced and read has increased along with the electronic equipment. Far from replacing established media and communication skills, new media often give them an extended lease on life. However, as technology changes, the definitions of literacy change, and those at the bottom of the literacy pyramid find themselves increasingly disadvantaged. Jobs that once required only good workers now demand reading instructions and using computers. As more and more people acquire basic literacy, the standards for rising above the lowest levels of society are raised. Higher and higher education and higher forms of literacy become the norms for entrance into elite groups. This phenomenon dashes hopes for "universal literacy," since the requirements of literacy continue to increase, but this does not mean that literacy efforts should be abandoned. Individuals still benefit from skill development; however, identifying wishful thinking ultimately facilitates progress. (KC)

ED 321 037 CE 055 134

Lind, Agneta; Foss, Mark
International Co-operation in Literacy: Two Good Examples. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.

are, to: (1) ensure that the level of literacy reached is maintained; (2) create a literate environment in rural areas through libraries, newspapers, and correspondence education; and (3) develop democratic and cooperative attitudes and skills among adults. Adult educators are trained at the Institute of Adult Education, the University of Dar-es-Salaam, and all teachers colleges. (CML)

ED 321 049 CE 055 146

Napitupulu, Washington P.
Literacy in Indonesia: A Key to Modern Life. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Basic Skills; Continuing Education; Elementary Secondary Education; *Equal Education; Foreign Countries; Functional Literacy; Illiteracy; Indonesian; Labor Force Development; *Literacy; *Literacy Education; *National Programs; *Nonformal Education; *Rural Education
IDENTIFIERS- Asia Pacific Programme of Education for All; *Indonesia; International Literacy Year 1990

The national language of Indonesia is Bahasa Indonesia, although there are hundreds of languages and dialects spoken by different ethnic groups. In 1977, more than 26 million Indonesians were illiterate in their national language. Present efforts to eradicate illiteracy include construction of 10,000-15,000 primary schools annually since 1973 and the promotion of nonformal educational programs. Indonesia is now committed to the United Nations Educational, Scientific, and Cultural Organization-coordinated Asia-Pacific Programme of Education for All (APPEAL) involving universalization of primary education, eradication of illiteracy, and continuing education. Planning for literacy involves the central, provincial, district/municipality, and subdistrict levels. Curriculum development strives for a balance between the areas of specific local needs and areas of national core content derived from national goals and common problems. Basic education includes own rates. The steps in producing materials for newly literate persons are: (1) identify the needs of the target group through a field survey; (2) select a theme; (3) select the format, based on the literacy level of the target group, how and where the materials will be used, and the production costs; (4) prepare the script and illustrations; (5) edit; (6) finalize the captions and title; (7) field test; (8) revise; and (9) mass produce the materials. Distribution of materials for neoliterate people is the weakest link in the chain in development. (CML)

ED 321 062 CE 055 159

Staiger, Ralph C.
Developing the Reading Habit in Children. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Discussion; Early Childhood Education; Early Reading; Foreign Countries; Literature Appreciation; Parent Child Relationship; *Parent Influence; *Parents as Teachers; *Prereading Experience; Reading Aloud to Others; Reading Attitudes; *Reading Habits; *Reading Readiness; Role Models; Young Children
IDENTIFIERS- International Literacy Year 1990

Among those who share the responsibility for developing the reading habit in children are the child's family, schools, libraries, publishers, booksellers, and the mass media. There are many ways to read, just as there are many kinds of reading materials, including poetry and narrative stories. Some children read only to follow the plot, others add meaning to the plot based on their own experiences, and others create stories themselves. Every child should be given the opportunity to create. Some children use reading to acquire facts. Helping build vocabulary and suggesting how information can be located and used may be the most profitable way to help such a child. Parents may be the greatest influence in helping their children become readers. Before children learn to read, their parents should become role models of reading, help the children differentiate and name colors, play word games, and read

ED 321 075 CE 055 181

Wroblewski, Elizabeth
Planning a Single Parents Program for a Two-Year Campus at a Private College.
PUB DATE- Jun 90
NOTE- 16p.; Paper presented at the Conference, "Education and Training: The Route to Self-Sufficiency for Single Parents" (Lexington, KY, June 10-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; *College Housing; *College Students; Day Care; Females; *One Parent Family; Private Colleges; *Program Development; Self Supporting Students; Student College Relationship; *Student Needs; *Student Personnel Services; Student Problems; Two Year Colleges
IDENTIFIERS- *College of Saint Catherine MN

Four years ago, the College of St. Catherine, a small private college in St. Paul, merged with St. Mary's, a 2-year college. The College of St. Catherine plans to use the 2-year college campus to start a program for single parents. A survey (with a 44 percent response) of the 126 single parents currently enrolled showed that they have enough support from family and friends to make it through school, but that they need odd-hours child care and emotional and social support. Based on the results of the survey, the college has proposed providing housing specially designed for 25 single-parent students and their children within walking distance of the St. Mary's campus. Ideally, there would be a day care center or several family day care homes also within walking distance. The program would be staffed by an administrator and an aide, who would oversee the program, pursue funding sources, and serve as a liaison to community resources in order to reduce stress and increase the potential for success for students. At present, possible sites are being explored and funding sources for the program are being pursued. (KC)

ED 321 076 CE 055 191

area of special programming that may be unique to the SPP is the adaptation of the Berkeley Mathematics Workshop. This model uses cooperative and collaborative learning to promote the achievement of excellence in even the most challenging courses. Problems in the SPP include the uncertainty of funding for Washington's Family Independence Program (FIP), which refers clients to the SPP. Without FIP, there will most likely be a decrease in child care funds available and a different, more limiting, set of rules will govern financial aid. During the first year, the SPP served 42 students. Thirty-nine additional students will be added in fall 1990. Evaluations will be conducted to ensure that methods used accomplish project goals, and students will be evaluated after graduation. After 3 years, operations of the SPP will be taken over by the university. (A 26-page narrative is followed by budget information, handwritten student comments, a 6-year plan for a biology course, news articles, a project brochure, survey forms, and posters.) (KC)

ED 321 088 CE 055 230

Charleston, G. Mike; And Others
A Project To Design an Evaluation of the Appropriateness and Effectiveness of Computer-Assisted Instructional Packages Used in the Remediation of Basic Skills.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- 30 Mar 89
NOTE- 106p.
CONTRACT- J9M90041
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Computer Assisted Instruction; *Computer Software Evaluation; *Courseware; *Employment Programs; Evaluation Methods; Federal Programs; *Job Training; *Remedial Programs; Research Design
IDENTIFIERS- *Job Training Partnership Act 1982

A project was conducted to develop two evaluation designs for

Education; *Consumer Science; Day Care; Decision Making; Extension Education; Family Life Education; Females; Home Economics; *Home Management; Housing; Insurance; Money Management; Nutrition; Older Adults; Poverty; Practical Arts; *Quality of Life; Rural Population; Work Experience

Among these education-related papers in this collection are "Consumer Issues and the Elderly" (Moon); "The Relationship between Perceived Life Satisfaction and Measures of Economic Well-Being" (Douthitt, MacDonald, Mullis); "Research Data Priorities as Assessed by Users" (Chern, Hushak, Tweeten); "New Directions in Data, Information Systems and Their Users" (Stafford, Haidacher); "The Consumers Unions of the World" (Karpatkin); "Successful Partnerships in Consumer Education" (Williamson); "Are We Estimating a Life Cycle Model or an Error Correction Model?" (Mokhtari); "Analysis of Health Care Expenditures with Family Income and Life Cycle Stage" (Stiefvater); "Characteristics of Users of Five Consumer Shopping Styles" (Ackerman, Hawks); "Teenagers' Work Experience" (Canabal, Larson); "Identifying Caregiver Skills" (Conway, Chenoweth); "Couples Decision Involvement" (Hawks, Ackerman); "Teaching and Learning about Social Insurance" (Knapp); "Comparisons of Extension Home Economists' Perceived Competency in Family and Consumer Economics" (Pankow, Fitzgerald, Koehler); "The Evoluation of a Survey in a Rapidly Changing Arena" (McRee, Widdows); "Money in Music" (Scannell); "Dollarwise--A Board Game" (Walker, Jones); "Living Resourcefully" (Walker, Jones); "How Should Health Claims for Foods Be Regulated?" (Pappalardo, Calfee); "Recent Public Education Efforts about Health and Diet" (Levy, Heimbach); "Health Claims in Advertising" (White-Means); "Predicting Consumer Complaints" (Kolodinsky); "International Consumerism and the Code of Conduct" (Peterson); "Labor Supply and the AFDC Child Care Subsidy" (Joesch); "Child Support Reform and Noncustodial's Labor Supply" (MacDonald); "The Shadow Price of Time" (Wang); "Age-Related Changes in Expenditure Patterns" (Chung, Magrabi); "The Joint Impact of Retirement and Widow(er)hood" (Holden); "Consumer Education in the 1990's" (Guiton); "Time Constraints and Consumer Decision-Making" (Warland, Herrmann, Kassab); "Flexible Spending Accounts" (Hampton, Kitt, Greninger); "Emerging Consumer Issues in the 1990's" (Richardson); "The Changing Social Environment of Consumer Choice" (Herrmann); "Emerging Consumer Issues in the 1990's" (Haney, Richardson); "Outcomes Assessment of Undergraduate Consumer Programs" (Makela); "Changes in Students' Perceptions toward Student Loan Indebtedness from the Freshman to Senior Year" (Whan, Mammen); "Findings of the ACCI Member Survey" (Schuchardt); "Generational Equity Debate" (Stum); "Female Baby Boomers" (Coulson); "Retirement Savings of Baby Boomers and an Earlier Cohort" (Burns); "Rural Families and Their Economic Well-Being" (Bauer); "The Consumer Movement in the 1990s" (Brobeck); and "Consumer Affairs in the Nineties" (Haney). (CML)

A study investigated the characteristics of 43,307 participants 55 years and older in the 3 percent set-aside program of the Job Training Partnership Act (JTPA) during program year 1987. Information sources included 37 states, the U.S. Bureau of the Census, the U.S. Department of Labor, the National Council on Aging, and state and community-based organizations. Findings were as follows: (1) the program serves a different clientele from the JTPA Title II-A program for Adults and Youths and the Title V, Senior Community Service Employment Program; (2) 59 percent of those served by the program in 29 states were considered long-term unemployed; (3) 1-25 percent of program participants in 15 states reporting were unemployment insurance claimants; (4) 1-28 percent of program participants in 23 states reporting were handicapped; (5) 2-34 percent of program participants in 21 states reporting were veterans; and (6) 1-3 percent of program participants in 12 states reporting were exoffenders. (CML)

ED 321 116 CE 055 322

Smith, Nancy L.
Delaware Secondary Guidance Counselors' Attitudes toward Home Economics Education.
PUB DATE- Dec 89
NOTE- 83p.; Master's Thesis, University of Delaware.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Counselor Attitudes; *Counselor Characteristics; Home Economics; *Home Economics Education; *Majors (Students); *School Counselors; Secondary Education
IDENTIFIERS- *Delaware

A study in the fall of 1988 investigated counselors' attitudes toward home economics. The sample consisted of 80 counselors, a 48 percent return from all counselors in Delaware's secondary schools with home economics programs. A mailed questionnaire included demographic items and twenty-three 4-point Likert-type attitude items. Data analyses indicated no significant differences in attitude responses by counselors' sex, age, years of service, educational level, work experience, type of school, or size of school. Differences were found when looking at the variable of the counselors' undergraduate degrees. Those with a physical education specialty had the most positive mean attitude score, whereas those with a math specialty had the least positive mean attitude score.

Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Resources; *Disabilities; Educational Resources; *Parent Participation; Parent School Relationship; *Program Development; Secondary Education; *Special Needs Students; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Missouri

This module describes methods for creating and improving vocational programs for special needs learners. It also provides a list of resources available to educators and parents working with vocational programs. The guide includes a list of definitions and uses a question-and-answer format to provide information on the importance of vocational education, prerequisites for a successful program, steps for developing a vocational program, sex equity, parental involvement, delivery options for disabled students, work experience programs, cooperative education, community-based training, grants, and curriculum materials. (KC)

ED 321 131 CE 055 359

Competency Based Curricula. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 87
NOTE- 11p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Competency Based Education; *Criterion Referenced Tests; *Curriculum Development; Curriculum Guides; Educational Resources; *Norm Referenced Tests; Program Development; Secondary Education; *Vocational Education
IDENTIFIERS- *Missouri; *Vocational Instructional Management System

This module explains principles of competency-based education and assessment. Four competency-based curricula are outlined. The guide includes a list of definitions and uses a question-and-answer format to define competency-based education and to discuss the National Safety Council. (Author/CML)

ED 321 148 CE 055 386

A Sampling of Microcomputer Software That Could Be Used in Teaching Missouri LINC Math Access Skills. Vocational Math Software Project. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- Jun 89
NOTE- 12p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Courseware; *Mathematical Applications; *Mathematics Skills; Microcomputers; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Missouri

This resource guides assists vocational education teachers of special needs students in locating software that teaches mathematics skills in a vocational context. An introduction explains how the guide was developed and how to use it. The guide is organized by specific math skills: readiness; whole numbers; fractions; decimals; discount, interest, and percentage; and measurement. For each skill, the following information is provided: one or more objectives, software program names listed by type of instructional approach (tutorial, drill and practice, educational games, and teacher tools), and publisher. The last page provides publishers' addresses and telephone numbers. (SK)

ED 321 149 CE 055 387

Writing Goals and Objectives for Individualized Education Programs (IEPs) and Individualized Vocational Education Programs (IVEPs). Missouri LINC Module.

DESCRIPTORS- At Risk Persons; Cocaine; Crack; Drug Addiction; *Drug Use; Infants; Mothers; *Pregnancy; *Prenatal Influences; Prevention; Substance Abuse

This report of a conference contains an introduction to the problem of drug use among pregnant women and the following presentations: (1) "Impact of Crack Cocaine and Other Drugs on Mothers and Children" (Margaret Lynn Yonekura); (2) "Providing Continuous and Comprehensive Services" (Neal Halfon); (3) "Stretching Resources To Reach Increasing Numbers of Families" (Xylina Bean); (4) "Ethical Dilemmas and Public Policy" (David Chavkin); (5) "Generations At Risk to the Nightmare of Addiction" (Gina Barclay-McLaughlin); (6) "The Mandela House Program: Recovering Mothers Speak" (Minnie Thomas); and (7) "A Political Overview from California" (Diane Watson and Jackie Speier). Highlights are presented from 10 workshops conducted at the conference: The Impact of Drug Exposure on the Development of Infants and Toddlers; Prevention Efforts in the Public Schools; Health Issues of Alcohol and Drug-Exposed Babies; Working With Families Impacted by Addiction; Ethical, Legal, and Policy Implications of Substance Abuse During Pregnancy; Caring for Drug- and Alcohol-Exposed Babies; Following Drug-Exposed Babies to School; Social Service and Foster Care Issues; Chemical Dependency Treatment for Pregnant Addicts; and Building Coalitions and Interagency Collaborations. Appendices contain the conference program agenda and presenter contact directory. (NB)

ED 321 161 CG 022 569

O'Rourke, Kathleen, Ed.
The Challenge of Counseling in Middle Schools.
American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-56109-030-1
PUB DATE- 90
NOTE- 403p.; For individual chapters, see CG 022 570-577.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($26.95 each).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020) Information

ED 321 174 CG 022 611

Heritage, Jeannette
Ten Year Study of Drug and Alcohol Usage at Middle Tennessee State University.
PUB DATE- Mar 90
NOTE- 10p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Drinking; *Drug Use; Fraternities; Higher Education; Majors (Students); *Marijuana; On Campus Students; *Sex Differences; Smoking; Sororities; Student Behavior; *Tobacco; Trend Analysis

This study involved the third administration of a survey of drug and alcohol use among students at Middle Tennessee State University. The original study was completed in 1977 (N=1,551), the second in 1983 (N=1,198), and the third in 1987 (N=1,535). Findings from the 1987 survey revealed that females and fraternity and sorority members were slightly over-represented in the sample. The results showed that alcohol consumption had remained level since 1977. Responses to alcohol use by parents and high schools friends in 1977 and in 1987 remained consistent. Students living off-campus showed higher use of alcohol and drugs than did students living on-campus or at home. Fraternity and sorority membership appeared to increase alcohol consumption for both genders. Tobacco use decreased significantly between 1977 and 1987. Alcohol use appeared to be related to tobacco use. Use of tobacco products other than cigarettes (snuff, chewing tobacco, cigars) appeared to be a male activity. Marijuana use also declined between 1977 and 1987. Marijuana use, like tobacco use, appeared related to alcohol use. The percent of students who used other drugs remained stable over the three administrations of the survey. In conclusion, it appears that alcohol and drug use at Middle Tennessee State University has changed little in the 10-year period examined, with the most significant changes being reductions in tobacco and marijuana use. (NB)

students and parents. Session 5 focuses on career exploration and identifying sources of career information. Session 6 consists of career planning team reports, class discussion, and course evaluation. (TE)

ED 321 189 CG 022 630

Standards for School Guidance Programs in Maryland.
Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Check Lists; Counseling Services; Elementary Secondary Education; Evaluation Criteria; *Guidance Objectives; *Guidance Programs; Program Evaluation; Pupil Personnel Services; *School Guidance; *State Standards
IDENTIFIERS- *Maryland

This brochure is a checklist to rate school compliance with the standards for school guidance programs in Maryland, which were developed by the Maryland State Department of Education. The first set of standards addresses the philosophy and goals of school guidance programs in Maryland and the extent to which program goals and objectives are developed. The second set of standards addresses the scope and operation of the overall guidance program, including planning, organization, and evaluation. The third set of standards addresses counseling services, consulting services, appraisal services, and information/placement services. The final set addresses skill and professional development of the guidance staff. (TE)

ED 321 190 CG 022 631

Program of Studies. Comprehensive Guidance and Counseling Program time spent watching television, playing arcade games, and playing computer/video games. Copies of daily television schedules were distributed to subjects who then checked specific shows they had watched. The findings revealed that most students watched television daily for 3 hours or more on weekdays. Weekend viewing was not examined. When the 79 students who reported watching no television during the week were eliminated, the mean time for the group approached 4 hours per day. Self-esteem scores were not significantly related to time spent in watching television, playing arcade or home video games, or in programming home computers. External locus of control seemed related to time spent in playing arcade games or in home computer programming. Subjects who participated extensively in playing arcade games or in working with the home computer seemed more externally locused than did other subjects. (NB)

ED 321 204 CG 022 653

Miller, Heather G., Ed.; And Others
AIDS: The Second Decade.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
REPORT NO.- ISBN-0-309-04287-9
PUB DATE- 90
NOTE- 508p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418 ($24.95).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *At Risk Persons; *Behavior Change; Drug Use; *Prevention; Sexuality; Trend Analysis
IDENTIFIERS- *Prostitution

This report reviews the course of the Acquired Immune Deficiency Syndrome (AIDS) epidemic and its current status, examining changing patterns of sexual behavior and intravenous drug use, the distribution of cases of human immunodeficiency virus (HIV) infection, and the results of intervention efforts under way. It also discusses prevention activities designed to curb the future spread of HIV and offers recommendations regarding potential avenues for achieving this goal. This report contains a summary and uncertainty model of occupational stress proposes that the two uncertainties (of effort-to-performance or E-->P and performance-to-outcome or P--O>) are intervening variables between some job stressors and individual strains. It is inherent in the uncertainty model that the two uncertainties can function as intervening variables between some job stressors and individual strains. Also, supervisory practices have long been thought to contribute to role conflict and role ambiguity, and the uncertainty model is therefore consistent with the proposition that conflict and ambiguity would be intervening variables between supervisors' styles and the uncertainties. This study examined these intervening various possibilities. Subjects were 106 employees of 260 (response rate was 41%) in 3 offices of a large accounting firm who responded to questionnaires measuring supervisory styles, job stressors, uncertainties, and outcomes. Overall there was mixed support for the uncertainty theory of occupational stress. Role conflict and role ambiguity were related to estimate effort-to-outcome and performance-to-outcome uncertainties in different, predicted ways. Supervisory styles tended to be less strongly related to the uncertainties than the role stressors were, and they also tended to be more strongly related to the role stressors than to the uncertainties. (ABL)

ED 321 218 CG 022 668

Doetsch, Patricia
Reducing the Risk for Child Abuse by Developing and Implementing a Parenting Program for Teenage Mothers.
PUB DATE- May 90
NOTE- 75p.; Ed.D. practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Child Abuse; *Early Parenthood; Intervention; Mothers; *Parent Child Relationship; *Parent Education; *Parenting Skills; Secondary Education; Secondary School Students

Adolescent parents are unprepared for parenthood. Their lack of preparedness places their children at risk for maltreatment. This educational program was designed to enhance the parenting skills of adolescent mothers thereby reducing the risk for maltreatment among

Angeletti, Sara R.
Can Readers Rely Too Much on the Printed Page?
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Grade 4; *Instructional Effectiveness; Intermediate Grades; Oral Reading; *Reading Comprehension; *Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Skills; Teaching Methods
IDENTIFIERS- Georgia; Iowa Tests of Basic Skills; *Reading Fluency; Reading Miscue Inventory

A study examined the effects of instruction in meaningful units on the comprehension and fluency of poor readers in the fourth grade. Subjects were five fourth-grade students in a northeast Georgia school classified as poor readers. Method of instruction included modeling smooth reading with appropriate junctures and good intonation. The instructional phase was divided into three stages: (1) worksheets were already segmented at the punctuation marks; (2) students were required to do their own segmenting before modeling instruction began; and (3) written segmenting was phased out while the modeled reading continued. Students were tested on the Iowa Test of Basic Skills (ITBS) before and after the study and evaluated on different forms of Reading Miscue Inventory three times during the study. Results indicated that students showed an increase in words per juncture, a decrease in the total number of miscues per hundred in four out of five cases, an increase in percentile ranks on the ITBS with the exception of one student, decline in the words read per juncture in four of the five students, and maintenance of retelling scores in four of the five students. Comments requested at the end of the instructional segment of the study showed students enjoyed the instruction and recognized the need to focus on more individual words in reading. Students saw reading as meaningful, and read orally much more smoothly than before the study. (Twenty-seven references are attached.) (MG)

ED 321 232 CS 010 145

Study Skills.
Missouri Univ., Columbia. Instructional Materials Lab.

ED 321 245 CS 010 163

Sacks, Kathleen
Using Reading Skills To Open the World of Art.
PUB DATE- May 90
NOTE- 9p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Appreciation; Basal Reading; Elementary Education; *Independent Reading; *Reading Skills; Skill Development; *Supplementary Reading Materials
IDENTIFIERS- Reading Uses

A total reading program must provide for the sequential development of reading skills and the deliberate development of interest in reading. The prime means of accomplishing the goals of skills and interest in reading is use of a basal reading program along with independent reading. The basal reader is designed to provide for the sequential development of essential reading skills, and a good independent reading program is needed to provide for varied and appealing application of these skills. The independent reading time can be an important time in which to open the world of art. A student can be transported to a different time and world by reading books on art history and art appreciation. An excellent book to introduce students to the wonderful world of art is H. W. Janson and D. J. Janson's "The Story of Painting." (Eighteen references are attached.) (RS)

ED 321 246 CS 010 166

Dunkeld, Colin
Gaining Experience with Reading Recovery: A Pilot Project between Portland Public Schools and Portland State University.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

recognizable types of questions and approaches within the discipline of literary studies, but also that the discipline is in the process of redefining and realigning itself, and that they themselves had a variety of critical biases and beliefs of which they had not been aware. By empowering students, teachers allow them to become part of a conversation, and thus to recognize the strengths and weaknesses of that conversation. (Materials used in the bibliographic labs are attached.) (MG)

ED 321 260 CS 212 410

Chappell, Virginia

Freshmen in the Library: Making Meaning Out of Diverse Discourse Communities.

PUB DATE- Mar 90

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990). Attachments may not reproduce legibly due to filled print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Audience Awareness; Discourse Modes; Expository Writing; *Freshman Composition; Higher Education; *Library Materials; Reading Writing Relationship; *Research Papers (Students); *Rhetoric; Writing Assignments; *Writing Instruction

IDENTIFIERS- *Rhetorical Community

The library can assist in grounding college student writing in reading and inquiry rather than in the mere retrieval of information Fundamental rhetorical goals can best by met by getting students into the library to ask questions, analyze sources, and evaluate claims so they can react to and incorporate the work of other writers into their own texts. A successful approach in accomplishing these goals is two-fold. First, inquiry projects based on argumentation become real to students when they are generated by the class as a collaborative rhetorical community in which questions and answers are valued and sought after. Second, a gradual group investigation of the argument from different angles assists individuals in making sense out of a mass of information. Students obtain a better understanding of the materials and issues that they and their classmates have sketched out in collaborative discussion, and they can begin to decide what directions they want

(110)
DESCRIPTORS- Higher Education; High School Equivalency Programs; *High Schools; *Spelling; *Spelling Instruction; *Word Lists; Writing Research; *Writing Skills
IDENTIFIERS- Spelling and Writing Patterns

This study examined writing samples from across the United States to provide information on the writing of students in American high schools, students taking the General Educational Development Examination (GED), and a group of undergraduate students at Indiana University. The report includes findings on writing fluency, correctness of spelling, spelling variations, and the amount of estimated interference posed by misspelling. The samples for this study came from three national writing assessments, one state writing assessment program, and one comparison group of undergraduate students at Indiana University. Findings fall into two major categories: (1) words written (including the number of words per sample, the relationship of words written to the number of samples and of prompts, the most frequent words, and a sample of words which have either entered or left common usage since earlier studies); and (2) correctness of spelling (including the overall percentage of correctness, the most frequently misspelled words, and the numbers of variations of spelling). (Twenty-one tables of data and five figures are included. Appendixes contain the most frequently written words for grades 9 through 12, GED, and Indiana University undergraduates, and the most frequently misspelled words for the same groups.) (SR)

ED 321 274 CS 212 429

Farr, Roger; And Others
An Analysis of the Spelling Patterns of Children in Grades Two through Eight: A Study of a National Sample of Children's Writing.
Indiana Univ., Bloomington. Center for Reading and Language Studies.
SPONS. AGENCY- Harcourt Brace Jovanovich, Inc., New York, N.Y.
PUB DATE- 89
NOTE- 120p.; For a companion study, see ED 300 820.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Spelling; *Spelling Instruction; *Word Lists; Writing Research; Writing Skills
IDENTIFIERS- *Childrens Writing; Spelling and Writing Patterns; *Spelling Patterns

younger students, but the approach and design of the book make it useful for older students or students who speak English as a second language. (RS)

ED 321 289 CS 212 446

Hindman, JaneE
The Effect of a Self-Cueing Treatment on Top-Level Goal Setting Strategies and Attention to Task in Timed-Writing Sessions.
PUB DATE- 28 Jun 90
NOTE- 21p.; Paper presented at the Wyoming Conference in English (June 28, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cognitive Processes; Cues; Higher Education; Protocol Analysis; *Timed Tests; Time Management; *Writing Assignments; *Writing Difficulties; Writing Instruction; *Writing Processes
IDENTIFIERS- Time Studies; *Writing Contexts; Writing Tasks

A case study examined one college student's poor performances during timed-writing sessions to develop a method to allow students to maintain the quality and ease in writing they achieve in other writing situations. The student, assigned to write a movie review, volunteered to participate in two 90 minute talk-aloud protocol sessions to examine his composing process. The first session revealed a major problem with lack of concentration during the composing process. Next, a set of cue cards was developed and modeled for the student writer to be used as a tool during the writing assignment. Each card contained one directive statement representing one general category of activity, for instance elaborating, planning, and making improvements. The second session revealed significant improvement in the student's attention to task, time management, planning behavior, and use of higher-level statements. The product was only marginally better than the first essay, however, indicating the need for further research. (The appendix contains six handouts of data and cue card prompts.) (KEH)

NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Communication Research; *Deception; *Interpersonal Communication; Interpersonal Competence; Interpersonal Relationship; Sex Bias; *Sex Differences; *Sex Role; *Sex Stereotypes; Social Cognition

A study was conducted to determine if (1) significant gender differences exist in prevalence of deception, motivation for deception, and recipients of deception; and (2) whether such differences support traditional gender role perceptions and expectations. Seventy-four subjects, 50 female and 24 male undergraduate students, recorded all instances of interpersonal deception for a period of three weeks. A total of 940 instances of deception were coded and analyzed, 618 for women and 322 for men. The records revealed significant differences between the sexes in motivation for lying as well as significant gender differences as recipients of deception. A significant difference between sexes existed for primary motivation subcategories, although very weak. Differences appeared to lie primarily in: request acceptance, avoid hurt feelings, and third party protection. Significant differences were present in the crosstabulation of recipient gender and primary motivation categories in the following subcategories: avoid hurt feelings, avoid interaction, fidelity, and worry another. These differences were even stronger for male subjects alone in the subcategories of request refusal, obligation-excuse, and resource acquisition. For female subjects alone in this category, differences emerged in control of others, self-protection and obligation-excuse. Largely these differences reflected and reinforced gender role stereotypes indicating that deception strategies are part of gender socialization. (Five tables of data are included, and 16 references are attached.) (MG)

ED 321 305 CS 507 187

Williams, Kymber N.
Interpersonal Communication between Partners: Addressing the Issues of Safe Sex Practices.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Health (DHHS), Bethesda, MD. Biomedical Research Support Grant Program.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
REPORT NO.- SR-99/100
PUB DATE- 89
NOTE- 221p.; For the January-June 1989 status report, see CS 507 208.
CONTRACT- N01-HD-5-2910
GRANT- BNS-8520709; HD-01994; NS07237; NS13617; NS13870; NS18010; NS24655; NS25455; RR-05596
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Auditory Perception; Communication Research; *Language Processing; Language Research; Orthographic Symbols; *Phonology; Reading; *Speech; *Speech Communication
IDENTIFIERS- Speech Perception; Speech Research; Vocalization

One of a series of semiannual reports, this publication contains 12 articles which report the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. The titles of the articles and their authors are as follows: "Coarticulatory Organization for Lip-rounding in Turkish and English" (Suzanne E. Boyce); "Long Range Coarticulatory Effects for Tongue Dorsum Contact in VCVCV Sequences" (Daniel Recasens); "A Dynamical Approach to Gestural Patterning in Speech Production" (Elliot L. Saltzman and Kevin G. Munhall); "Articulatory Gestures as Phonological Units" (Catherine P. Browman and Louis Goldstein); "The Perception of Phonetic Gestures" (Carol A. Fowler and Lawrence D. Rosenblum); "Competence and Performance in Child Language" (Stephen Crain and Janet Dean Fodor); "Cues to the Perception of Taiwanese Tones" (Hwei-Bing Lin and Bruno H. Repp); "Physical Interaction and Association by Contiguity in Memory for the Words and Melodies of Songs" (Robert G. Crowder and others); "Orthography and Phonology: The Psychological Reality of Orthographic Depth" (Ram Frost); "Phonology and Reading: Evidence from Profoundly Deaf Readers" (Vicki L. Hanson); "Syntactic Competence and Reading Ability in Children" (Shlomo Bentin and others); and "Effect of Emotional Valence in Infant Expressions upon Perceptual Asymmetries in Adult Viewers" (Catherine T. Best and Heidi Freya Queen). An appendix lists DTIC and ERIC numbers for publications in this series since 1970. (SR)

simulated organization with the primary mission of service. Students submit resumes and interview for executive and managerial positions; the rest of the students are assigned to divisions. The class spreads out to other rooms so that each division and executives have separate meeting places. The executives are responsible for creating a vision for the organization, setting specific goals, managing time lines for completion of work, reporting to the board of directors, evaluating the managers under them, and managing the development of the organization's culture. Work groups receive proposals for projects that the organization would undertake, make estimates of resources needed to put the proposal into operation and forward the proposals to the executive group for their consideration. Other students gather information necessary for the projects and for the other operations of the organization and develop their own project proposals. The board of directors puts in place an evaluation system and conducts two all-organization meetings for evaluation purposes. Each student completes and submits a daily diary structured around what happened, how he or she felt about it, and how material learned in other classes applies to what happened. (Three course handouts are attached.) (MG)

ED 321 332 CS 507 235

Bell, John
Title Sequences, Dress, Settings, and Such.
PUB DATE- Jul 90
NOTE- 12p.; Paper presented at the Annual Visual Communication Conference (4th, Lake Tahoe, CA, July 6-9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Auditory Stimuli; Communication Research; Comparative Analysis; Popular Culture; Programing (Broadcast); Television Commercials; Television Research; *Television Viewing; *Visual Stimuli
IDENTIFIERS- Television History; Television Literacy

Comparisons of television shows along genre lines suggest significant elements of aural/visual richness as well as valuable categories of comparison for future use in other comparisons. An examination of two sitcoms and two police shows produced roughly 25 years apart--"Make Room for Daddy" with "The Cosby Show" and "Naked effects on the work of schools and teachers. Conclusions of this study point to the need to recognize accountability as a multidimensional issue, having different definitions and measurements valid for certain situations. An extensive bibliography of about 250 items is provided. (LMI)

ED 321 346 EA 021 916

Daugherty, Richard

A Canadian and American Comparison: Church-State Constitutional Issues in Public Schooling. Part II--An American Perspective.

PUB DATE- Nov 89

NOTE- 27p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems in Education (35th, San Francisco, CA, November 16-18, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Catholic Schools; *Court Litigation; *Educational History; Elementary Secondary Education; Foreign Countries; Legislation; Parochial Schools; *Private Education; *State Church Separation

IDENTIFIERS- *Canada

The roots of the American doctrine of separation between church and state are examined in this historical analysis. Factors for the exclusion of private schools from public funding include: (1) anti-Catholic sentiment; (2) reactions against rapid Irish immigration; (3) Catholic distrust of private schools; and (4) the view of publicly funded religious schools as a threat to individual religious expression. The paper presents an argument that the move away from spiritual values in a quest for neutrality has resulted in a constitutional leveling of all religions and a secularized school system. The Canadian educational system, which is perceived by Americans as more protective of religious expression, is more effective in the prevention of social problems than is the American system. (35 references) (LMI)

evaluation and adjustment process that began in 1987. The paper concludes with a discussion of the appropriate role of goals and goal setting in the administration of public school districts. Although generalizations are difficult, the case study illustrates the utility of seeking perceptions about district program effectiveness from a variety of constituents. This is especially true because administrators and teachers tend to rate programs as more effective than others do. (23 references) (MLH)

ED 321 361 EA 021 974

Lunenburg, Fred C.
Educators' Pupil-Control Ideology as a Predictor of Educator's Reactions to Pupil Disruptive Behavior.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Behavior Problems; Counselors; *Discipline; Elementary Secondary Education; *Ideology; Principals; Punishment; *Social Control; *Student Behavior; Teacher Attitudes; *Teacher Response
IDENTIFIERS- Illinois; Iowa; Wisconsin

Given the importance of pupil control in the school's social system, it would seem reasonable to predict a significant relationship between educators' pupil control ideology and their reactions to disruptive behavior incidents. This study examines whether humanistically oriented educators would prefer to levy less punitive measures on disruptive students than their custodially oriented, authoritarian counterparts. Also the study examined whether those directly responsible for student control (teachers) would be more custodial in their pupil control ideology than those less directly responsible (principals or counselors). To test these hypotheses, operational definitions were required for two variables: pupil control ideology and incidents of disruptive behavior. The Pupil Control Ideology (PCI) was used to assess the first variable, and the Pupil Disruptive Behavior (PDB) Scale was used to assess the second variable. The subjects were full-time educators from three states (Illinois, Iowa, and Wisconsin). Stepwise multiple regression techniques were used to test the first

Educational Research Association (New Orleans, LA, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Administrators; *Burnout; Elementary Secondary Education; *Evaluation Criteria; Evaluation Research; *Measurement Techniques; Principals; *Public Schools; Role Perception; *Stress Variables
IDENTIFIERS- *Oregon

The development of a reliable and valid instrument to measure levels of school administrator burnout is the objective of this research. The stages involved in the development and assessment of the Administrator Role Perception Inventory (ARPI) were item writing, field testing, participant selection, test administration, and data analysis. The instrument was mailed to the 2,113 members of the Confederation of Oregon School Administrators, with a 62% return. Multivariate and univariate analyses were used to assess internal consistency, content validity, and criterion validity in relation to self-perceptions and perceptions of peers' levels of burnout. Findings point to the need for recognition of burnout and the importance of wellness programs to enhance administrator effectiveness. Twelve tables provide statistical substantiation of the results. (10 references) (LMI)

ED 321 377 EA 022 007

Governor's Teacher Recognition Program, 1989-1990.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; Elementary Secondary Education; Evaluation Criteria; Performance; *Professional Recognition; *Recognition (Achievement); Standards; State Programs; Teacher Motivation; Teacher Recruitment
IDENTIFIERS- *New Jersey

The New Jersey State government has legislated an annual teacher recognition program to honor teachers' achievements, attract talented teachers, and retain experienced teachers. School districts voluntarily select teachers for the award according to a school administrators has barely risen since 1970. When nearly half of the educational administration students are women who are completing both certification and doctoral programs in record numbers, this seems especially puzzling. As it has become more difficult to blame the shortage of women administrators on their unwillingness to earn the necessary credentials, there has been a shift toward blaming women for not applying for the jobs. While all the studies conducted in the 1970s found that men were much more persistent in their job search efforts, the results of studies done in the 1980s indicate a change in that pattern: women were more likely to be making greater job search efforts than men. Additionally, studies revealed that men are twice as likely as women to be preselected for the position of secondary school principal and women reach this administrative position only after much effort. The only administrative job for which women had to make less effort than men was the position of elementary school principal. Women continue to indicate that they are asked illegal questions during the hiring process. In fact, the women perceived more sex discrimination in hiring in recent years. (16 references) (KM)

ED 321 393 EA 022 046

Pavan, Barbara Nelson; D'Angelo, Judith McCloud
Gender Differences in the Career Paths of Aspiring and Incumbent Educational Administrators.
PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Administrator Selection; Comparable Worth; Elementary Secondary Education; Employment Level; *Employment Practices; *Equal Opportunities (Jobs); Sex Bias; *Sex Differences; *Sex Discrimination; *Women Administrators
IDENTIFIERS- *Pennsylvania

A study was undertaken to investigate gender differences in the career paths of aspirant and incumbent certificate holders for line positions within educational administration. In October 1985, 1,338 Pennsylvania certificate holders were mailed a 4-page survey probing the areas of career pathways, job search strategies, time

Youth Employment" (Holyoak, Wolfe); "Financial Management Practices Influencing Perceived Adequacy of Consumption Level among Married Student Wives" (Jeries); "Towards a Conceptual Understanding of Financial Problems: Building on Hughes' Model of the Family in Financial Crisis" (Lown, Cook); "Development and Application of an Underemployment Classification System for Women in Two-Child Families" (Masuo); "Future of Retirement: The Baby Boom Generation" (Mileham); "Playing the Numbers Game" (Peterson); "Teaching Writing through Management Theory" (Peterson); "Implications of Marital Property Legislation for Financial Management of Remarried Families" (Metzen); and "Divorcing Couples Need Financial Information and Education" (Morrow). (YLB)

ED 321 011 CE 052 265

Holyoak, Arlene, Ed.

Stress: Family, Economic, and Management Considerations. Papers of the Annual Conference of the Western Region Home Management Family Economics Educators (28th, Salt Lake City, Utah, November 3-5, 1988). Volume 3.

Hawaii Univ., Manoa. Dept. of Human Resources.; Western Region Home Management Family Economics Educators, Corvallis, OR.

PUB DATE- 88

NOTE- 130p.; For related proceedings, see CE 052 261-264.

AVAILABLE FROM- Western Regional Home Management Family Economics Educators, Family Resource Management, Milam 321, Oregon State University, Corvallis, OR 97331-5108 ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Aging (Individuals); *Consumer Economics; Consumer Education; Divorce; Extension Education; *Family Income; Family Life; *Family Life Education; Goal Orientation; Home Economics; *Home Management; Investment; *Money Management; Purchasing; Quality of Life; Refugees; Retirement; Rural Areas; Stress Management

These proceedings consist of 16 papers, some of which are followed by discussants' comments. They include: "Growing Older in a Rural Retirement Community" (Brokaw, Peters, Tripple; discussants Olson, Tucker; "An Interactive Computer Model for Achieving Personal Financial Goals" (Dilbeck, Hinds, Ulivi; discussants Burton,

Policy; Educational Trends; *Futures (of Society); Medical Services; Postsecondary Education; Program Development; *State Programs
IDENTIFIERS- *Florida

This document contains the proceedings of a conference on articulation in the allied health care field in Florida. The following presentations are included: "Welcome and Program Overview" (Laurey Stryker); "Health Care Challenges and Choices: Alternate Pathways to the 21st Century" (Robert E. Kinsinger); "Findings and Recommendations of the Allied Health Articulation Task Force"; "Allied Health Communication, Coordination, and Collaboration--Commentary and Synthesis" (Michael L. Millman); and "Conclusions--What Comes Next." Speakers at the conference stressed the need to speed up the process of articulation among health care education programs in order to meet the challenges of health care for the future. (KC)

ED 321 025 CE 055 037

Hearings on H.R. 2039, the Job Training Partnership Act Amendments of 1989. Hearings before the Committee on Education and Labor, U.S. House of Representatives, One Hundred First Congress, First Session (Washington, D.C., June 29 and September 20, 1989; San Francisco, California, July 7, 1989; Los Angeles, California, November 3, 1989; and Chicago, Illinois, January 12, 1990).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 90
NOTE- 870p.; Serial No. 101-70. Document contains some small and/or faint type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF06/PC35 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; Economically Disadvantaged; *Employment Programs; *Federal Legislation; Federal Programs; Hearings; *Job Training; Postsecondary Education; *Program Attitudes; Program Effectiveness; *Program Improvement
IDENTIFIERS- Congress 101st; *Job Training Partnership Act 1982; Proposed Legislation

This document reports oral and written testimony given at hearings by witnesses concerning House Bill (H.B.) 2039, the Job Training

AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cooperative Programs; Developed Nations; *Developing Nations; *Economic Development; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Literacy Education; Program Development; *Program Implementation
IDENTIFIERS- *Canadian Organization for Development through Educ; International Literacy Year 1990; *Swedish International Development Authority

This paper describes the literacy education work being done by two agencies, the Swedish International Development Authority (SIDA) and the Canadian Organization for Development through Education (CODE). SIDA strives to promote economic growth, economic and social equality, economic and political independence, democratic development, the use of renewable natural resources, and protection of the environment. Bilateral assistance is distributed between sectors in a process of country programming in which the recipient country sets the preferences and priorities of how Swedish assistance should be used. In 1988-89, SIDA was involved in assisting projects and programs in 11 countries. SIDA supports primary education by supplying textbooks and other teaching materials, training, and management help. Assistance to adult literacy education has mainly been used for printing equipment, transportation, renovation, local financing of literacy programs, and honoraria to teachers. CODE tries to enable people to learn by developing partnerships that provide resources for learning, encourage self-reliance, and promote awareness and understanding. CODE sends books, paper for local publishing, equipment, supplies, and funds for educational projects in developing nations. The key to CODE's growth has been partnerships, long-term planning, and enabling behavior. (KC)

ED 321 038 CE 055 135

Moreillon, Jacques
Scouts Serving the Cause of Literacy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055

functional knowledge that can be used to raise the standard of living; certain skills that may be used as capital to earn a living; and mental attitudes toward innovation and development that are crucial to social change and economic growth. The "Kejar" approach to illiteracy eradication is that nonformal learning groups be formed in order to catch up the spheres of life in which they are behind, including the social, economic, and political spheres. The learning materials called Package A are equal to a plus-minus primary school curriculum. Package B materials will cover junior high school curriculum, including materials on skills relevant to earning a living. Managers, literacy volunteers, and learning centers are involved in Indonesia's efforts to eradicate illiteracy. (CML)

ED 321 050 CE 055 147

Yianwei, Wang; Jiyuan, Li
Reform in Literacy Education in China. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 13p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland. some practical skill. Among the kinds of literacy education are:
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Basic Skills; *Disadvantaged; Educational Change; Educational Finance; Elementary Secondary Education; Equal Education; Foreign Countries; Illiteracy; Instructional Materials; *Literacy; *Literacy Education; *National Programs; *Rural Education; Staff Development; Teacher Morale; *Womens Education
IDENTIFIERS- *China; International Literacy Year 1990

Literacy in China is mainly concerned with illiteracy in rural areas. Therefore, reforming literacy education is largely a problem of how to eliminate rural literacy within the general framework of reform in contemporary China. From 1949 to 1988, the illiteracy rate among the population decreased from 80 percent to 20 percent. There are still about 230 million illiterate people among the total population, including 72 million between the ages of 15 to 40. Among the positive factors involved in literacy education in China aloud. After children can read, parents should continue to model reading, discuss what they are reading with their children and invite the children's comments, and set aside time for family reading. Parents should avoid closing doors to books and ideas, making discussions about books into a testing situation, and forcing a child to read a book without previous discussion about it. Schools should promote reading by making sure students know that reading is a tool, encouraging children to take books home, and challenging students to think about, discuss, and argue about what they are reading. (CML)

ED 321 063 CE 055 160

Sticht, Thomas G.; McDonald, Barbara A.
Teach the Mother and Reach the Child: Literacy across Generations. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Developing Nations; Foreign Countries; *Intergenerational Programs; Language Skills; *Literacy; Literacy Education; *Mothers; *Parent Influence; *Preschool Children; Primary Education; Thinking Skills; *Womens Education
IDENTIFIERS- International Literacy Year 1990

Significant reductions in adult illiteracy can be achieved most cost-effectively by focusing more resources on the education of women. These monies contribute not only to women's development but also to the educational achievement of their children. Educated adults have more influence on their children's education; the children become literate adults who, in turn, produce more educable children. Maternal education also has an effect on fertility rates and the mortality and health of children. The contribution of educated mothers to the cognitive and language skills of preschool children gives the children an advantage and continues to affect their educational success. International literacy statistics show that women comprise almost two-thirds of illiterate adults; of the 116 million children under 11 who are unable to attend school,

Coffey, Pat; And Others

Skills Enhancement Program. Kimberly Clark Corporation.

Literacy Foundation Memphis, Inc., TN.; Memphis City School System, Tenn.
PUB DATE- Dec 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Cooperative Programs; Course Content; Diagnostic Teaching; *Inplant Programs; *Literacy Education; Mathematics Instruction; Outcomes of Education; *Program Effectiveness; *Program Implementation; Reading Instruction
IDENTIFIERS- *Kimberly Clark Corporation; *Workplace Literacy

Literacy Foundation Memphis, Memphis City Schools Adult Education, and Kimberly Clark engaged in a cooperative venture to implement an intensive industry skills enhancement program for employees of Kimberly Clark. The effort continued to develop, refine, and expand the industry immersion model located on site, with 80 hours of instruction delivered 8 hours per day for 2 weeks, on work-release time. Instructional groups were formed based on skills in reading and mathematics levels as assessed by various standardized tests. Instructors were from the Memphis City Schools Adult Education Program. A diagnostic-prescriptive approach for reading and mathematics instruction was used. Two groups were formed of five workers each, with the first group having reading levels from 2.5 to 6.5 and the other having reading levels from 7.6 to 9.6. Individuals were encouraged to proceed at their own pace. Instructors provided both group and individual instructional assistance. Teaching methods included lecture, demonstration, and tutoring. Workbooks, commercial reading kits, newspapers, and community and workplace materials made up the curriculum materials. Counseling activities also were conducted. Overall reading gain was two levels, and mathematics gain was 2.7. Some students increased more than four grade levels. The program was rated a success by students/workers, teachers, and company supervisors. (Document includes evaluation survey results, a list of workbooks used, and the program of the awards ceremony.) (KC)

computer-assisted instructional (CAI) packages used in the remediation of basic skills in Job Training Partnership Act (JTPA) programs. Information was gathered from a literature review identifying principal factors and issues germane to the evaluation design; site visits, interviews, and observations; and structured interviews with expert panels, consultants, service providers, and vendors. The taxonomy developed by the project is a system of classifying CAI packages based on the needs of the JTPA population and the degree of complexity and quality of the technology employed in the CAI packages used by JTPA programs in the remediation of basic skills. The taxonomy requires consideration of types of CAI packages and quality measures. Two evaluation designs have evolved from the rationale and taxonomy: (1) a large-scale, longitudinal design equal to approximately six professional person years of effort; and (2) a small-scale, survey-type evaluation effort. Both evaluation designs are structured to provide information about the effectiveness and efficiency of CAI packages used in basic skills remediation in JTPA programs. (Includes 64 references and lists of vendors, experts panel, consultants, and programs interviewed.) (KC)

ED 321 089 CE 055 231

Mark, Jorie Lester
On Changing Education. Practically Everybody Agrees on What Works but Can That Be Translated into Largescale Educational Reform?
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
PUB DATE- Jan 90
NOTE- 72p.
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cooperative Programs; Economic Development; Educational Attitudes; *Educational Improvement; *Educationally Disadvantaged; *Educational Needs; Elementary Secondary Education; Employer Attitudes; *Employment Projections; Labor Education; *Labor Needs; Program Development; *Teaching Methods

Businesses are increasingly frustrated by the lack of workers with the basic skills needed to fill their entry-level jobs. Workers in existing jobs make many errors because of lack of skills, errors

ED 321 102 CE 055 268

Kenney, Lawrence M.; Scheid, Sally
Student Literacy Corps in the Ozarks.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *College Programs; College Students; Community Programs; Cooperative Programs; *Course Content; Disadvantaged; Higher Education; Institutional Cooperation; *Literacy Education; *Program Development; *Student Volunteers; *Tutoring; Tutors
IDENTIFIERS- *Ozarks

Southwest Missouri State University and The Literacy Connection developed a joint proposal to seek funds for the creation of a literacy corps in the Ozarks. The project determined that 92,000 southwest Missourians are functionally illiterate. The university provides coursework for student volunteer tutors. Student coordinators have been hired to recruit, supervise, and evaluate the work of tutors at community agencies. In addition, student coordinators have developed and implemented weekly volunteer reporting provisions of students' attendance and their progress. Volunteers receive course credit for providing 6 hours of tutoring each week. They are also expected to learn and understand the needs of the people they serve. Instructional training materials produced by Literacy Volunteers of America have been purchased for tutors and clients. Students receive coursework on literacy and on teaching methods. The project will be evaluated by determining the number of tutors enrolled in class, the number of hours served per week, course offerings, and program accomplishment. This project should develop a corps of well-trained tutors in community agencies, introduce undergraduates to the needs and problems of illiterate adults, and provide an incentive to volunteer in the form of academic credit for undergraduates. (KC)

There was an overall positive attitude of counselors toward home economics education. The counselors were very favorable toward the purpose and worth of home economics, but less favorable toward the image of home economics education. The counselors agreed strongly that both courses, and that home economics should be part of the total courses and that home economics should be part of the total educational program. (24 references) (CML)

ED 321 117 CE 055 323

Technology Education in New Jersey, 1990.
Montclair State Coll., Upper Montclair, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 90
NOTE- 17p.; For a related document, see CE 055 324. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; *Curriculum Development; Elementary Secondary Education; *Industrial Arts; Integrated Curriculum; Problem Solving; *State Programs; Statewide Planning; Technical Education; Technological Advancement; *Technological Literacy; *Technology; Technology Transfer
IDENTIFIERS- *New Jersey

Policymakers and educators agree that technology education is crucial to the development of a technologically literate society that can compete successfully in the world of the 21st century. Technology education is the study of: the application of adaptive systems, including tools, capital, materials, processes, energy, information, and people; the uses of knowledge and technical means to solve practical problems; and the effects of technical solutions in individuals, society, and culture. As a leader in the field of technical education, New Jersey has produced an outstanding curriculum model. Although significant educational gains have been made, the state must continue to strengthen and encourage technical education programs in its schools. A 1989-90 study showed that New Jersey elementary teachers are interested in including more technology education in their classroom instruction, feel that technology education is important, and would like more guidance on the subject. Middle school teachers said that hands-on technology

competency-based assessment, criterion-referenced testing, and the Vocational Instructional Management System. Six references are included. (KC)

ED 321 132 CE 055 360

Cooperative Interagency Agreements. Missouri LINC Module. Revised 1989-90.

Missouri Univ., Columbia. Coll. of Education.

PUB DATE- 89

NOTE- 15p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.

AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; Cooperative Programs; *Coordination; Educational Cooperation; Educational Resources; Institutional Cooperation; Program Development; Secondary Education; *Shared Resources and Services; *Vocational Education

IDENTIFIERS- *Missouri

This module provides information about the benefits of entering into a cooperative agreement with another agency. Also provided is information about developing successful agreements. The guide includes a list of definitions and uses a question-and-answer format to discuss the rationale for interagency cooperation, the best approach to coordination, essential elements for success, levels of coordination, benefits of interagency cooperation, sources of conflict and potential problems associated with interagency collaboration, common elements in planning, steps in developing a cooperative agreement, components of an agreement, and coordination of interagency agreement techniques. Sixteen references and a sample cooperative agreement are included. (KC)

ED 321 133 CE 055 361

Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 89
NOTE- 9p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-386.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Career Awareness; Career Development; Career Exploration; *Disabilities; *Disadvantaged; Education Work Relationship; Elementary Secondary Education; *Individualized Education Programs; Individualized Instruction; Outcomes of Education; Student Development; *Student Educational Objectives; Transitional Programs; Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Education for All Handicapped Children Act; *Individualized Vocational Education Programs; *Missouri

Goals and objectives appear on Individualized Education Plans (IEPs) and Individualized Vocational Education Plans (IVEPs). An IEP, required by the Education of All Handicapped Children Act, is a document that outlines the delivery of educational services, instruction, and responsibilities for each student identified as disabled. An IVEP, required by the Carl D. Perkins Vocational Education Act, is a document that describes the services, activities, and adaptations necessary for a disabled vocational student to complete the program successfully. Good objectives in IEPs and IVEPs are understandable, measurable, and define when they have been accomplished. They prescribe the conditions under which they will be attempted, the required behavior, and the criteria for successful completion. Career development objectives at the elementary education level should emphasize career awareness in the areas of daily living, personal and social skills, occupational guidance, and occupational preparation. At the junior high or middle school level, they should emphasize career exploration. At the secondary education level, they should be based on the individual needs of the student. The need for services such as long-term financial support, transportation, and medical services should be identified in the IEP or IVEP to help the student make the transition from school to work should appear on the IEP or IVEP. (CML)

ED 321 150 CE 055 425

Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Achievement; Adolescent Development; *Adolescents; Career Exploration; Drug Abuse; Family Relationship; Intermediate Grades; Junior High Schools; *Middle Schools; Peer Influence; *School Counseling; *School Counselors; Sexuality; Stress Variables; Suicide

This book of readings presents 33 articles that address topics of importance to counselors who serve middle school students. It was written for counselors already working in middle schools and for individuals who are preparing for careers as middle school counselors. The book will also benefit both elementary school counselors who help children make the transition from elementary to middle school and high school counselors who work with adolescents making the transition from middle school into high school. It deals with how counselors in middle schools can help early adolescents face the challenges of adolescence, noting that middle school counseling programs should focus on preparing students for the increased independence of high school life that is typically accompanied by more social pressures and increased stress. The chapters in this book offer many ideas for helping young people improve their sense of self, their decision-making capabilities, their interpersonal relationships, their academic skills, and their abilities to deal with stress. Chapters contain articles that have been invited for the book in addition to articles that have been published in various counseling journals. Each chapter contains an introduction by the editors and a collection of articles on a particular topic. Individual chapters focus on: (1) self-discovery; (2) family relationships; (3) peer pressure and drug abuse; (4) stress and suicide; (5) sexual maturation; (6) academic achievement; (7) career exploration; and (8) organizing a middle school counseling program. (NB)

ED 321 162 CG 022 570

The Challenge of Self-Discovery in Early Adolescence.

American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

ED 321 175 CG 022 612

Cummins, Robert C.
Self Esteem Support as a Moderator of the Impact of Job Stress.
PUB DATE- Apr 90
NOTE- 6p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; College Students; Depression (Psychology); Employees; Higher Education; *Self Esteem; Social Support Groups; *Stress Variables; *Work Environment
IDENTIFIERS- Job Characteristics; *Job Stress

Many studies on occupational stress have examined the buffering effects on stress of different variables. This study hypothesized that self-esteem support would buffer the effects of job stress on depressive symptoms. Subjects were 131 business administration students who were also permanently employed. Subjects completed questionnaires three times with a one-month period between administrations. The reassurance of social worth scale from the Social Provision Scale and the revised Daily Hassles Scale were completed at time 2, along with other items. Also completed at times 2 and 3 was a 10-item scale measuring depressive symptoms. Results of a regression analysis indicated that the job stress x self-esteem support interaction significantly predicted later depressive symptoms, with prior depressive symptoms partialled. The findings are supportive of the hypothesis that self-esteem support buffers the impact of job stress, and imply that type of support, rather than amount or source of support may be the important factor in determining the impact of support on job stress. (NB)

ED 321 176 CG 022 613

Hillman, Stephen B.; And Others
Survey Results of Use of Drugs and Alcohol among High School Students.
PUB DATE- Jun 90
NOTE- 26p.

K-12. Draft.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- Sep 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Achievement; Career Guidance; Career Planning; Counseling Services; Decision Making; *Developmental Programs; Educational Planning; Elementary Secondary Education; *Guidance Objectives; *Guidance Programs; Models; Outcomes of Education; *Program Descriptions; Program Design; Program Development; *Student Development
IDENTIFIERS- *Montgomery County Public Schools MD

The Comprehensive Guidance and Counseling Program (CGCP) for the Montgomery County (Maryland) Public Schools (MCPS) organizes a conceptual framework for the delivery of guidance and counseling services for all students in Grades K-12. The program is developmental in nature and attempts to integrate the various facets of students' development--intellectual, social, physical, and emotional. The CGCP focuses on student development in three major areas: (1) academic achievement; (2) career and educational decision making; and (3) personal and social development as a student. The counselor's role in the CGCP is defined in terms of the following components: group guidance, individual planning, responsive counseling services, and school program support. While suggested time allocations for each area are outlined in the document, actual time allocations will be determined by individual school needs. In developing this program, the three MCPS Board of Education priorities which define student outcomes have been addressed specifically: improve the academic achievement of all students; implement a special emphasis program for improved academic performance and extracurricular participation of minority students; and improve student abilities to become independent learners, responsible citizens, and effective group members. These priorities and the goals of the CGCP are a shared responsibility of counselors, teachers, administrators, students, and parents. (TE)

ED 321 191 CG 022 632

Sealover, Irvina E.
The Relationship between Parental Involvement and Academic

six chapters. Chapters 1 and 2 describe the evolving nature of the epidemic and the range of prevention activities that are being implemented to retard the spread of HIV in the United States population. These sections focus on the increasing burden of HIV infection and AIDS among women. Chapters 3, 4, and 5, respectively, review three domains of particular interest: the ways in which HIV infection is affecting adolescents, how HIV infection is affecting female prostitutes, and the challenge of protecting the blood supply while simultaneously ensuring the adequacy of that supply. Chapter 6 reviews factors that affect the quality of data collected in surveys of AIDS-related behaviors. (NB)

ED 321 205 CG 022 654

Successful Schooling for Economically Disadvantaged At-Risk Youth.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Texas Dropout Information Clearinghouse.
REPORT NO.- GEO-315-02
PUB DATE- 89
NOTE- 85p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1710 North Congress Avenue, Austin, Texas 78701 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Dropout Prevention; Early Childhood Education; *Economically Disadvantaged; *Educational Needs; Educational Research; Elementary Secondary Education; *High Risk Students; Minority Groups; Special Needs Students

This guide discusses the educational requirements of economically disadvantaged at-risk students as reflected in the research literature and provides specific recommendations on how schools can be more effective in addressing their needs. Eight major research findings concerning low income students at risk of dropping out of school are discussed. Following the presentation of each major finding is a set of specific recommendations designed to help educators tailor local programmatic responses. They are offered not as comprehensive answers, but rather as guideposts to provide direction to the local program development process. These recommendations were derived from a comprehensive review of the research literature, and are supplemented by the experience of their children. This parenting skills training program consisted of six weekly sessions focused on: (1) child development from birth to age 2; (2) positive reinforcement techniques; (3) discipline techniques; (4) cognitive restructuring techniques; and (5) problem-solving techniques. An evaluation component was developed and administered to pregnant and parenting students. The results of this program were mixed. Analysis of the data revealed that although the students indicated that the program was helpful to them and that they felt they had the skills necessary to be a good parent, only 38 of the 58 students were able to give appropriate responses as to how they would handle problematic situations without using corporal punishment. The results in the areas of empathy and positive reinforcement techniques were positive. It is recommended that program length be increased from 6 to 18 weeks; that students missing classes should receive handouts; that the program should be run at all sites; and that children in daycare should be videotaped so that students could learn from observation. (Author/ABL)

ED 321 219 CG 022 669

Bourgeois, Robert M.
Developing a Peer Assisted Substance Abuse Program for Early Adolescents.
PUB DATE- May 90
NOTE- 110p.; Ed.D. Nova University. Appendixes contain some semilegible/illegible material.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Alcohol Education; Decision Making Skills; *Drug Abuse; Drug Education; Foreign Countries; *Peer Influence; *Prevention; Program Effectiveness; Secondary Education; Secondary School Students; Self Esteem; Substance Abuse
IDENTIFIERS- Canada; *Early Adolescents

Alcohol and drug abuse were viewed as a clear way of demonstrating personal or social sophistication in a Canadian secondary school. Neither the school nor the local community had developed a strategy for dealing with the problem of substance abuse among the students. The program described in this report was designed to reduce the level of alcohol and drug abuse among these early adolescents. The

PUB DATE- 90
NOTE- 25p.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Instructional Materials; *Learning Activities; Resource Materials; Skill Development; *Study Skills

This packet is intended to help teachers obtain an overview of study skills, learn about procedures for assessing students' study skills, and review materials that may be useful with selected students. Following a brief overview on the importance of study skills and a definition of study skills, there is a section of frequently asked questions on the topic. Next is a list of 20 resources, followed by a list of 18 publishers. Finally, brief annotations are given of 65 study skills books, kits, computer software, and other materials, noting publisher, title, author, format, level, and cost. (SR)

ED 321 233 CS 010 149

Headlam, Alis L.
Examining Cultural Relevancy in the "Doctor Bird Readers": Text Analysis From the Perspective of Jamaican Children.
PUB DATE- 9 May 90
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990). For the doctoral dissertation on this subject, see CS 010 150.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; *Cultural Awareness; Cultural Background; *Cultural Context; Cultural Influences; Foreign Countries; Intermediate Grades; Interviews; Questionnaires; Reading Habits; Reading Instruction; *Reading Materials; Reading Research
IDENTIFIERS- *Cultural Relevance; *Jamaica; Text Factors

A study examined whether cultural relevancy was achieved in the development of stories for the "Doctor Bird Readers" by the

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- College School Cooperation; Grade 1; Higher Education; *High Risk Students; *Instructional Effectiveness; Primary Education; Program Descriptions; Reading Research; *Remedial Reading; Teacher Role
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Portland School District OR; Portland State University OR; *Reading Recovery Projects

A study examined the effectiveness of a pilot Reading Recovery (RR) program. Guidelines for the project were set forth in a joint proposal by the Portland Public Schools and Portland State University. Subjects, 40 first grade students enrolled in the Portland Public School system and identified as at-risk, were given instruction equivalent to between 7 and 12 weeks, depending on the availability of trained RR teachers. Posttests were given to the subjects at the end of the school year. The pilot program encountered three problems which seriously affected its implementation: (1) uncertainties concerning the level of difficulty of the books used; (2) difficulties in accurately determining how to gauge the children's rates of progress; and (3) inadequate duration of instruction. Because of these problems, the study does not attempt to assess the pilot RR program. However, the experiences resulting from the pilot program indicated that there are many encouraging signs for the success of a full-fledged RR program. (Three tables and six figures of data are included, as is a postscript comparing the RR pilot project implemented independently in Portland and RR implemented under trained teacher leaders in sites in Ohio.) (RS)

ED 321 247 CS 010 168

Molinari, Camille A.
Teaching/Directing Children How To Read a Script and Deliver Dialogue with Meaning and Expression.
PUB DATE- May 90
NOTE- 62p.; In partial fulfillment of a Graduate Reading Progrm; City University of New York.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Undetermined (040)

to take in papers they are writing individually. The students gain valuable experience about audiences and contexts of materials, which they can incorporate in their individual projects. (An appendix contains two articles used for rhetorical reading and library assignments.) (KEH)

ED 321 261 CS 212 411

Purves, Alan C.
Testing Literature: The Current State of Affairs. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CS-90-08
PUB DATE- Aug 90
NOTE- 3p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth St., Bloomington, IN 47408-2698 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Critical Reading; Evaluation Criteria; *Evaluation Methods; *Evaluation Problems; *Literature Appreciation; Secondary Education; State Standards; Student Needs; *Test Validity
IDENTIFIERS- Aesthetic Reading; ERIC Digests

A synthesis of the report, "The Current State of Assessment in Literature," (produced by the Center for the Learning and Teaching of Literature), this digest discusses methods of evaluating students' knowledge of literature. The digest argues that, by and large, the tests that now exist in the United States do not live up to the standards set by examination systems of countries in which student achievement in literature is high. A table of data regarding state assessment of literature achievement in the 1987-1988 school year in the northeast, southeast, central, and west United States is included. (NKA)

This report (a continuation of the Indiana University vocabulary study) identifies words children frequently misspell and analyzes the representative spelling patterns at different grade levels. The report is in three sections and addresses seven questions. Section 1 reports on the analysis of the high frequency words across grades, asking: (1) What are the high frequency words and are they usually spelled correctly?; and (2) How many words make up the majority of the running words? Section 2 reports on the analysis of commonly misspelled words across four grade levels, asking: (3) What words or categories are problematic across the grades?; and (4) What is the relationship between the number of different words and the number of running words in each category? Section 3 reports on the analysis of misspellings problematic at specific grade levels, asking: (5) How consistent are the categories developed in Section 2 when looking at grade levels separately?; (6) Are the patterns of misspellings at each grade level different from those identified in Section 2?; and (7) What categories are most problematic at each grade level, and does this change from grade to grade? Twenty-five tables of data are included, and nine appendixes contain high-frequency word lists at each grade, most often misspelled words, and commonly misspelled wordlists for grades 2-8. (SR)

ED 321 275 CS 212 430

Cellini, Alva V.

Canonizing Latin American Literature: Gabriel Garcia Marquez and Mario Vargas Llosa Enter the English Curriculum.

PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; English Curriculum; Foreign Countries; Higher Education; *Latin American Literature; Literary Styles; *Literature Appreciation; Novels; *Twentieth Century Literature
IDENTIFIERS- Garcia Marquez (Gabriel); Latin America; *Literature in Translation; Vargas Llosa (Mario)

As Latin American literature progressively enters into the English curriculum, two writers deserve special commentary for their representative contribution to the literary world. Through their

ED 321 290 CS 212 447

Secondary Textbook Review: English, Grades Nine through Twelve.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0738-5
PUB DATE- 88
NOTE- 346p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802-0271 ($9.25, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *English; English Curriculum; *English Instruction; High Schools; Language Arts; Resource Materials; Secondary School Curriculum; Textbook Content; Textbook Evaluation; *Textbooks; *Textbook Selection
IDENTIFIERS- *California

This book is intended as a resource for teachers and curriculum developers who select textbooks for secondary English courses. It includes a compilation of 32 factual textbook reviews obtained from the application of a review instrument, which was based on the California "Model Curriculum Standards: Grades Nine through Twelve, English Language Arts" and the "English-Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve." The instrument described in the book was applied to selected English composition/grammar and reading/literature textbooks. The book suggests that the resulting reviews can be used by teachers as a screening device to reduce the number of books they review and pilot studies they conduct; thus educators will have more time to do in-depth reviews of two or three textbooks which appear to match their course requirements and their students' academic needs. The book also states that the review instrument can be adapted by districts to reflect their own English objectives and test results. Every review in the book includes two parts and a publisher's description (which appears in the Appendix)--a section which depicts the extent to which the emphasis on content and process is given to each of the topics in the textbooks reviewed, and a section which includes topics on content and processes which might be found only in teachers' editions. The book does not make assessments regarding the quality of the books reviewed, but rather provides information which teachers may find useful in making quality judgments and selecting specific textbooks for English programs. (SR)

Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communication Research; Communication Skills; Disease Control; *Health Education; *Interpersonal Communication; Interpersonal Relationship; *Persuasive Discourse; Venereal Diseases
IDENTIFIERS- *Communication Strategies; Health Communication; *Safe Sex Practices

The increase in the incidence and mortality rates of Acquired Immune Deficiency Syndrome (AIDS) and other sexually transmitted diseases (STDs) for Americans in the United States suggests that health communicators need to reach sexually active Americans with prevention information. If successful interpersonal communication skills can be cultivated, then those skills can be applied to the negotiation of safe sex practices between sexual partners. Application of communication theory may add to the concept and practice of prevention. Dr. A. Grieco, in an article titled "Cutting the Risks for STDs," provided behavioral scripts or scenarios entitled "Discussing Condoms with Resistant, Defensive, or Manipulative Partners." These scripts can be critically analyzed and their message strategies described using theories of persuasion, compliance gaining, compliance resistance, conflict management, and power. Prevention, through the use of message strategies in sexual influence situations, is a function of interpersonal communication and persuasion. (Fourteen references are attached, and an appendix contains Dr. Grieco's scripts.) (SR)

ED 321 306 CS 507 188

Zaremba, Alan
Teaching Communication Skills Effectively: Can It Be Accomplished in the Elementary Schools?
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; *Communication Skills;

ED 321 319 CS 507 210

Lane, Philip J.
"What a Long, Strange Trip It's Been": The Grateful Dead, the Deadheads, and the Refiguration of Subculture."
PUB DATE- Feb 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Life Style; Mass Media Use; Media Research; *Popular Culture; Questionnaires; Research Methodology; *Rock Music; Social Influences; *Subcultures; *Symbolism
IDENTIFIERS- *Grateful Dead; Hippies

The relationship between mass mediated symbol systems and the development of subculture were studied through an analysis of the "hardcore" followers of the rock group, the Grateful Dead, i.e., the "Deadheads." As a way of compiling a "thick description" of the kind proposed by Clifford Geertz (1973), several key areas were researched. First, the various symbols and rituals of the 1960s hippie movement that provide sources of identification within the Deadhead culture, such as long hair, tie-dyed clothing, particular styles of music and dance, and the use of hallucinogenic drugs, were analyzed. Second, a questionnaire was administered to 150 volunteers in attendance at several Grateful Dead concerts. The data gathered from the 85 concertgoers who completed the questionnaire were analyzed in an effort to categorize and explain the accounts elicited via the questionnaires, especially those that dealt with how Deadheads interpreted mass-mediated Grateful Dead-related symbols. Third, the needs that individual Deadheads are seeking to satisfy, the degree of satisfaction achieved, and the overall importance individuals placed on participation in the Deadhead culture were examined. Demographic data obtained from the second part of the questionnaire were quantified and statistically correlated to develop a composite profile of the "average" Deadhead. Findings suggest that a certain attraction to the symbols of a subculture may not correlate to an acceptance of the subculture itself. (The questionnaire and 22 footnotes are included; 43 references are attached.) (Author/SG)

City" with "Cagney and Lacy"--serves as illustration. Each of the dramas has a similar structure which establishes a series of expected, juxtaposed, and differing aural/visual environments. Teasers, commercials that appear just a few seconds before the actual show begins, first present quick images and words to hook the viewer. Next, the shows' identifying title sequence follows, its primary function being to prepare the viewers for the shows' moods and characters. Finally, each show ends with a typical closing scene, and is followed by its closing title sequence, commercials, and closing credit sequences. All these elements either help to frame the structures of the shows they are part of, or in some sense to rupture the shows' frames. Although each show depicts an essentially middle class world peopled by healthy and attractive principal characters, differences do exist between the two eras of shows. Differences in dress, setting, space, music, and noise all affect character presentation in subtle ways. For the most part these help to frame and reinforce the worlds of the shows, which in turn partly generate the character traits presented. (KEH)

ED 321 333 CS 507 236

Guilar, Joshua D.
Application and Evaluation of Interpretive Methods in the Cultural Assessment of a Manufacturing Company.
PUB DATE- Feb 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; *Employer Employee Relationship; Interpersonal Communication; *Organizational Communication; Organizational Effectiveness; Research Methodology; Small Businesses
IDENTIFIERS- Communication Behavior; Interpretive Research; *Managerial Communication; Organizational Behavior; *Organizational Culture

A case study analyzed a young organization to determine how the communicative acts of the general manager are primary in the creation of the company culture and how well interpretive methods

ED 321 347 EA 021 932

Rhoades, Thomas W.; Sunshine, Phyllis M.
History and Politics in State Accountability Reform.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Educational History; *Educational Theories; Elementary Secondary Education; Hypothesis Testing; Outcomes of Education; Political Influences; Politics of Education; *Power Structure; *School Restructuring; Social Values

The formation of hypotheses and generation of a theory to explain and predict the outcomes of educational reforms based on the concept of school reform cycles is the purpose of this paper. Two complementary hypotheses are proposed to explain the success or failure of educational reforms. The first hypothesis is based on an inverse relationship between restructuring and allocation of power and resources. It states that reforms requiring the most extensive restructuring in education, government, and/or society have the least possibility of enduring. The second hypothesis, based on unresolved societal problems, states that reforms will recur if the problem requires a restructuring in education, government, and/or society that cannot be accomplished. An overview of educational reform in the United States, such as movements to change school accreditation requirements, student evaluation, teacher pay plans, and resource allocation, is presented to test the hypotheses. The discussion supports the usefulness of the hypotheses in generating theory to predict the success of future reform efforts. (21 references) (LMI)

ED 321 348 EA 021 936

Clinchy, Evans; Kolb, Frances Arick, Ed.
Planning for Schools of Choice: Achieving Equity and Excellence. Book II--Planning Guide.
NETWORK, Inc., Andover, MA.

hypothesis, and analysis of variance was used to test the second. Study results supported both hypotheses. The more custodial the educator's control ideology, the more severe the reported reactions to pupil's disruptive behavior incidents. Those directly responsible for pupil control were more custodial-minded and preferred levying more severe penalties for pupil misbehavior. Included are 6 tables and 24 references. (MLH)

ED 321 362 EA 021 977

Collins, Angelo
Transforming the Assessment of Teachers: Notes on a Theory of Assessment for the 21st Century.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Apr 90
NOTE- 19p.; Paper based on presentation at the Annual Meeting of the National Catholic Education Association (Toronto, Ontario, Canada, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Evaluation Problems; Evaluation Research; *Portfolios (Background Materials); Professional Development; Standards; Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; Teacher Qualifications

The Teacher Assessment Program (TAP) presents alternative modes of teacher evaluation to inform the deliberations of the National Board for Professional Teaching Standards (NBPTS). Three experimental methods of assessment--simulation exercise, portfolios, and simulation-based portfolios--were implemented by various groups of teachers. Practical application and observation helped to identify problems and effectiveness. Findings indicate that the methods are useful for teacher assessment and for establishing teachers as a community of professionals. (LMI)

ED 321 363 EA 021 980

specified selection process. The state awards each teacher a certificate of commendation and donates $1,000 to the teacher's district for an educational purpose specified by the teacher. The appointment of the selection panel and guidelines for the nomination procedure are outlined in this report. A copy of the award form and state resolution are included. (LMI)

ED 321 378 EA 022 009

Johnson, William L.; Snyder, Karolyn J.
Instructional Leadership Training Needs for Educational Administrators.
PUB DATE- Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Administrator Role; *Administrators; Assistant Principals; Career Development; *Educational Administration; Elementary Secondary Education; *Instructional Leadership; Leadership Styles; *Management Development; Principals; *Professional Development

School districts have primarily stressed the instructional management aspect of the principal's role, while research has focused on principal effectiveness as a factor for increased student achievement. A synthesis of effective school characteristics identified by the literature is the first objective of this paper. A second purpose is the development of a research instrument to assess the perceived training needs of various administrators. A third goal is the identification of the leadership training needs of different administrative populations. A pilot test of the survey instrument was administered to 442 administrators. Findings indicate that all groups identified the principalship, problem solving, and staff development as their areas of greatest concern. Personal awareness and school organization received the lowest overall rankings. Findings also suggest that administrators require knowledge of task dimensions and the necessary skills to implement them. An extensive bibliography and tables of need indices by groups are included. (LMI)

usage, mentor's functions, and barriers experienced. The 622 respondents included 205 male incumbents, 173 male aspirants, 93 female incumbents, and 151 female aspirants. The results indicate that two-thirds of the female certificate holders were channeled into staff positions where their performance is directed by line officers. These women's contributions may remain largely unrecognized or undervalued because organizations tend to recognized only overall goal accomplishment which is typically attributed to the line officer. While the men in this study served 2.5 years longer than the women in terms of their educational experience, the men had gained 4 years by the time they attained their first administrative position. These findings cannot be attributed to either an unwillingness of women to move or to extended absences due to female parental obligations; it is apparent that administrators must reexamine their promotion policies and attitudes to determine whether opportunities for women to assume line positions are being provided. Tables indicating the quantitative results of the survey are included. (23 references) (KM)

ED 321 394 EA 022 050

Willis, George
Assumptions Underlying Curriculum Decisions in Australia: An American Perspective.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Background; *Cultural Context; Cultural Differences; Cultural Influences; *Curriculum Design; *Curriculum Development; Educational History; Elementary Secondary Education; Foreign Countries; Sociocultural Patterns
IDENTIFIERS- *Australia

An analysis of the cultural and historical context in which curriculum decisions are made in Australia and a comparison with educational assumptions in the United States is the purpose of this paper. Methodology is based on personal teaching experience and observation in Australia. Seven factors are identified upon which curricular decisions in Australia are based: (1) the influence of

Peterson); "The Economics of Divorce and Remarriage for Rural Families" (Rowe, Lown; discussant Smith); "Economic Well-Being and Adaptation to Stress of One-Earner and Two-Earner Rural Nevada Families" (Baird); "Subjective Life Quality in Dairy Farm Households" (Ackerman, Jenson, Bailey); "Who Prepares a Balance Sheet? An Exploratory Analysis" (Davis); "Mutual Funds: It's OK To Talk about Them" (Israelsen, Beutler); "Factors Related to Perceived Income Adequacy among Married Students" (Jeries); "Development of Models of the Labor Force Patterns of Southeast Asian Refugee Women" (Johnson); "Consumer Perceptions of the Quality and Safety of Conventional and Organic Foods" (Jolly, Johal); "Application of the Consumer Diffusion of Innovation Model to Teachers' Adoption of Microcomputers" (Longstreth, Kelly, Paris); "Resources Used by Families to Save Time Spent on Meal Preparation: Comparison in Single Parent, Two-Earner, and One-Earner Families" (Sullivan, Peters); "Living Resourcefully--It's Your Decision: An Interdisciplinary Extension Educational Program" (Walker); "Utah's Child Support Guidelines" (Billings); "Does Your Research Make a Difference: Applications of Indicators of Impacts" (Makela, Tucker); and "Critical Concerns of Kansas Families: A Statewide Survey by Extension Home Economics, Kansas State University" (Walker, Corbin). Appended to the document is an author and title index to conference proceedings from 1970-1987, compiled by Tucker and Makela. (YLB)

ED 321 012 CE 052 295

Sanderson, David R.
Working with Our Publics. In-Service Education for Cooperative Extension. Module 1. Understanding Cooperative Extension: Our Origins, Our Opportunities.
North Carolina State Agricultural Extension Service, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 88
NOTE- 280p.; For related modules, see CE 052 296-301.
AVAILABLE FROM- Dept. of Adult and Community College Education, North Carolina State University, Campus Box 7607, Raleigh, NC 27695-7607.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Partnership Act (JTPA) Amendments of 1989, and related proposals. The proposed legislation is designed to correct shortcomings in JTPA and to redirect focus to the hard to serve; and provide more intensive services through skill training, literacy, and remedial education programs in order to help these individuals to become employed for the long term. Witnesses included city officials, business executives, and community agencies, especially those funded through JTPA. Testimony centered on what programs are doing correctly at present and how they can be improved in the future, especially so that they can provide education for careers and not just first jobs. Emphasis also was placed on follow-up research to evaluate the success of programs. The proposed amendments would legislate such changes, among others. (KC)

ED 321 026 CE 055 038

Hearing on Workforce 2000 and on H.R. 2235. Hearing before the Committee on Education and Labor, U.S. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 15 Jun 89

NOTE- 309p.; Scattered pages of small print throughout document. Serial No. 101-35.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Basic Education; *Disadvantaged; *Educational Improvement; *Educational Needs; Elementary Secondary Education; *Employment Projections; *Federal Legislation; Federal Programs; Females; Hearings; Immigrants; *Labor Force Development; Labor Needs; Minority Groups; Postsecondary Education

IDENTIFIERS- Congress 101st; *Workforce 2000

This document reports the oral and written testimony given by witnesses at a congressional hearing on Workforce 2000 (House Resolution 2235). Witnesses included educators, government education officials, business executives, teacher association representatives, and educational researchers. The witnesses considered the fact that, by the year 2000, most new entrants to the U.S. work force will be women, minorities, and immigrants--the most disadvantaged and the least prepared to take their place in

128-16[illegible]. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Adult Basic Education; Adult Literacy; Community Development; Cooperative Programs; *Developing Nations; Economic Development; Elementary Secondary Education; Foreign Countries; *Literacy Education; Program Development; *Program Implementation; *Volunteers; *Youth Clubs; *Youth Leaders
IDENTIFIERS- Haiti; India; Indonesia; International Literacy Year 1990; *Scouting

Scouting is an expanding worldwide youth movement, with more than 16 million members in 169 countries and territories. Its goal is to contribute to the physical, intellectual, social, and spiritual development of young people. Since participation in development is one of the cornerstones of their program, scouts cannot ignore the challenge that literacy represents for them. Properly trained and organized, scouts can undertake literacy and reading promotion programs, and they can help create an environment in which this new knowledge can be used. Scouts do not embark upon literacy activities in isolation, but rather in cooperation with the authorities and other specialized organizations. Scouts are carrying out extensive literacy programs in Indonesia, where they are involved in literacy training, study centers, vocational training, and other programs. They also have taken advanced training courses and are applying their skills to literacy training in Haiti. In India, young scouts and guides participate in literacy projects within the framework of the National Adult Education Program. They have also been involved in literacy education programs in Bangladesh, Pakistan, Senegal, Benin, Zaire, Burkina Faso, Kenya, Bolivia, and Saudi Arabia. The scouts have published a series of four pamphlets to help other scout groups gets started in literacy work. (KC)

ED 321 039 CE 055 136

Nascimento, Geraldo
Illiteracy in Figures. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055

are: that the peasants understand that production must rely on science and technology; rural living conditions are much improved; primary education is universalized; and there is a complete system of rural education in place. Among negative factors are that the majority of illiterates are disadvantaged; those who need literacy education live in remote places; some literacy educators have low morale; and in some places there are insufficient resources for literacy education. An ordered system for literacy education has been established. Social forces at work for literacy include the primary schools, the Youth League, and women's organizations. Learners are asked to not only learn the three Rs but also some practical skill. Among the kinds of literacy education are: spare time literacy education such as night schools, literacy study groups, and individualized training; a combination of spare-time and full-time education; and complete full-time study. The policy of control involves the state laying down general objectives and the local governments determining their own policies and methods. (CML)

ED 321 051 CE 055 148

Haidara, Baba
Regional Programme for the Eradication of Illiteracy in Africa. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Basic Skills; Educational Innovation; Elementary Secondary Education; Foreign Countries; *Illiteracy; *Literacy; *Literacy Education; *Regional Programs; *Rural Education; Staff Development; Womens Education
IDENTIFIERS- *Africa; International Literacy Year 1990

Africa was unable to fulfill the objectives of making compulsory primary education available for all by 1980. As a result, the Harare (Zimbabwe) Declaration, signed by ministers of the United Nations members states of Africa in 1982, aimed to make primary schooling universal and to promote literacy among young people and almost two-thirds are girls. Studies showing the effects of women's education on children's literacy argue for greater investment in mothers' education. As greater numbers of women enter the work force and higher levels of literacy are demanded of workers, women's education becomes critical to a literate work force and to economic growth and development. (SK)

ED 321 064   CE 055 161

Tedesco, Juan Carlos
Illiteracy and Educational Wastage in Latin America. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; *Cultural Influences; *Educational Attitudes; *Educational Policy; Educational Resources; Elementary Secondary Education; Foreign Countries; *Illiteracy; Preschool Education; School Holding Power; Socialization; *Socioeconomic Status; Teacher Attitudes; Teacher Qualifications
IDENTIFIERS- International Literacy Year 1990; *Latin America

Despite guaranteed access to primary education and seemingly comprehensive enrollment, many Latin American countries have high rates of illiteracy. Four sets of factors affecting academic performance have been identified as contributors to the situation. External material factors include: the impact of malnutrition on intellectual development; the correlation between socioeconomic status and achievement; the relationship between type of housing and achievement; and the effects of child labor. External cultural factors are: parental level of education; parents' educational attitudes and values; different linguistic patterns among socioeconomic classes; and definition of the role of the child. Internal material factors are: extent of schools' educational resources; regional differences in resource levels; promotion and failure policies; and provision of preschool programs. Internal cultural factors include: teacher attitude, training, and experience; role of reading and writing; and teacher/pupil

Lee, Howard D.
Thinking Skills and Coaching Strategies Workshop (Menomonie, Wisconsin, January 18-20, 1989). Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 89
NOTE- 180p.; For related documents, see CE 055 193-194 and CE 055 196-199.
GRANT- 30-109-150-239
AVAILABLE FROM- Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Programs; *Critical Thinking; Discovery Processes; *Divergent Thinking; *Inservice Teacher Education; Logical Thinking; *Metacognition; Postsecondary Education; Problem Solving; Productive Thinking; Secondary Education; *Thinking Skills; Vocational Education
IDENTIFIERS- *Wisconsin

This document reports on two 3-day workshops designed to train three vocational education instructors or curriculum developers from every Wisconsin school district in specific critical thinking skills strategies that they could implement in their districts. The document includes a three-page narrative description of the workshops that includes their objectives, number of participants, agenda, and summary of evaluation results. The objectives of the first workshop were to form a critical thinking skills advisory committee, identify specific critical thinking strategies, and teach those skills. The second workshop aimed to identify content and format concerns with the advisory committee; identify more skills; determine what strategies were tried in schools, their degree of success, and what technical assistance is needed; and share successful strategies with other participants. The rest of the volume consists of supporting documents, including letters announcing the workshop; a certificate of workshop completion; participant lists; handout materials; forms for feedback from participants; evaluation rating scales; and participant comments. (CML)

that cost businesses--and consumers--many dollars. Many solutions have been advanced to improve education. Twenty-two educational practices that work can be identified. Proposed solutions seem to center on coordination of programs, dollars, policies, and services. However, improvement is also a matter of who will control the money, what will be done with it, and which program will take the lead in coordination. Everyone agrees about what will work; the need is for cooperation and collaboration so that a proposed solution can work. (This paper contains a 17-page bibliography categorized by newspaper articles, reports, periodicals, journals, limited circulation items, conferences, monographs, and books. It also contains a matrix of good educational practices.) (KC)

ED 321 090 CE 055 232

Askov, Eunice N.
Adult Literacy in Rural Pennsylvania.
Center for Rural Pennsylvania, Harrisburg.
PUB DATE- 89
NOTE- 15p.; Photograph will reproduce marginally.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; Basic Skills; *Education Work Relationship; *Eligibility; *Functional Literacy; *Literacy Education; Rural Areas; *Rural Education; *Rural Urban Differences; State Legislation
IDENTIFIERS- *Pennsylvania

The rural work force has lower basic skills to supply labor for new jobs with higher literacy demands. At all levels of education the rural population is at a disadvantage compared with the urban population. One out of five rural adults in Pennsylvania has not continued education past the eighth grade. Among the costs to businesses from employee illiteracy are costly mistakes made by employees who lack adequate basic skills, lost productivity and efficiency, decreased product quality, increased need for supervision, increased cost of training, problems in the relationship of workers with supervisors and coworkers, and accidents due to inability to follow safety directions. In 1986, 25 of the 41 Pennsylvania counties designated nonmetropolitan had no literacy programs funded under State Act 143. The minority group funding priority of the act may discourage literacy programs in rural areas. These factors should be considered in the design of

ED 321 103 CE 055 271

Hazardous Materials Technician. Technical Committee on Occupational Curriculum Development.

Northern Montana Coll., Havre. Montana Center for Vocational Education, Research, Curriculum and Personnel Development.

PUB DATE- Jun 90
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Asbestos; Curriculum Development; *Emerging Occupations; *Environmental Standards; *Hazardous Materials; Laboratory Safety; Occupational Information; *Occupational Safety and Health; Physical Environment; Pollution; Postsecondary Education; Public Health; Radiation; Sanitation; State Curriculum Guides; Technological Advancement; Vocational Education; *Wastes
IDENTIFIERS- *Hazardous Materials Technicians; *Montana

This document describes Montana's postsecondary curriculum to prepare hazardous materials technicians. Basic general education requirements are described. The technical skills and the knowledge associated with each are listed in the following categories: (1) site assessment; (2) sampling materials; (3) handling materials; (4) recording data; (5) laboratory skills; and (6) safety. The certification that should be available to course completers includes that for 40-hour hazardous waste site, 24-hour hazardous materials update, 8-hour emergency first responder awareness level, monitoring well driller/constructor certification (state requirement), and asbestos accreditation. The state and federal laws, rules, and regulations with which the Montana hazardous materials technician must be most familiar are listed. An equipment list for the course and a five-item bibliography also appear. (CML)

ED 321 104 CE 055 272

Chanda, Noyona

Assessment of Prior Learning: A Common Sense Approach for ABE and ESOL.

Adult Literacy and Basic Skills Unit, London (England).

PUB DATE- 90
NOTE- 7p.
LANGUAGE- English

courses encourage students' abilities to think and solve problems creatively. Scores on 1990 technology achievement tests indicate there has been a significant increase in the understanding of technology among middle school students. Students, parents, and administrators see technology education as a program that allows students to integrate many curriculum areas in a creative and thought-provoking manner. (19 references) (Author/CML)

ED 321 118 CE 055 324

Historical Perspective, 1984-1990.
Montclair State Coll., Upper Montclair, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 90
NOTE- 18p.; For a related document, see CE 055 323.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Curriculum Development; Elementary Secondary Education; *Industrial Arts; *State Programs; Statewide Planning; Technical Education; *Technological Literacy; *Technology; Technology Transfer
IDENTIFIERS- *New Jersey

This document is a chronology of activities and accomplishments of the New Jersey Commission on Technology Education (COTE) since its inception in 1984. It is intended to provide interested education leaders with information on COTE's management structure and activities that they may want to adapt and adopt. COTE is a statewide coalition of business, education, and government leaders that developed and implemented a K-12 technology-oriented program for New Jersey public schools. The document contains the names and titles of COTE members, a mission statement, a chronology of activities from 1984-1990, a list of COTE publications, and a list of endorsements for New Jersey technology education. (CML)

ED 321 119 CE 055 325

Counselors and Special Needs Students. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 87
NOTE- 13p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Guidance; Compliance (Legal); Counselor Certification; *Counselor Role; *Disabilities; Disadvantaged Youth; Educational Resources; Education Work Relationship; Federal Legislation; Program Development; *School Counselors; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Missouri

This module is designed to help educators understand the roles and responsibilities of counselors in relation to special needs students. The guide includes a list of definitions and uses a question-and-answer format to provide information on the provisions of the Carl D. Perkins Act regarding counseling activities; the role of a special needs counselor; financing a special needs counselor; certification requirements; differences among a vocational counselor, special needs counselor, and secondary counselor; referral for services outside school; school-to-work transitions; career guidance for special needs students; and assessment requirements of the Perkins Act. A list of 27 references and resources is included. (KC)

ED 321 134 CE 055 362

Designing a Functional Curriculum for Students with Disabilities. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 89
NOTE- 20p.; For related documents, see CE 054 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English

Family Studies 10-12.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0738-2
PUB DATE- 88
NOTE- 476p.
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Caregivers; *Child Development; Curriculum Guides; *Family (Sociological Unit); *Family Life Education; Foreign Countries; Helping Relationship; High Schools; *Home Economics; Individual Development; *Parent Education
IDENTIFIERS- *Canada

This curriculum guide became official in September 1989, and is one of three composing the senior high home economics curriculum in Canada. It includes 9 major concepts for grade 10: caregiving, careers and volunteer activities related to children, studying children, fundamentals of development, prenatal development, birth, the infant, the preschool child, and the role of the caregiver in parenting. For grade 11, 9 major concepts are included: human needs, studying children, the nurturing environment, physical growth and development, intellectual development, emotional development, social development, play, and the importance of parenting. For grade 12, 10 major concepts are included: human development, personal development, self-management, preparation for life work, social development, relationships, family and society, family management, building a family, and the changing family. All major concepts are accompanied by major objectives. Each major concept is broken down into subconcepts, each of which includes a generalization. Student objectives and student activities are included as well as a listing of approved and recommended books for family studies. A 25-item bibliography is included. (CML)

ED 321 151 CE 055 454

Neubauer, Antonia; Dusewicz, Russell
The Philadelphia Literacy Study.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Pew Memorial Trust, Philadelphia, Pa.

NOTE- 51p.; In: Gerler, Edwin R., Jr., and others. "The Challenge of Counseling in Middle Schools," 1990; see CG 022 569.
CONTRACT- RI88062011
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; *Adolescents; Intermediate Grades; Junior High Schools; *Middle Schools; *School Counseling; *School Counselors

This first chapter in "The Challenge of Counseling in Middle Schools" contains four articles that describe strategies for counselors to use in helping middle school students move toward self-understanding. "A Dialogue with Self: The Journal as an Educational Tool," by Dalva Hedlund, Tanis Furst, and Kathryn Foley, describes journal writing as a valuable educational tool for middle school students. "The Effects of Two Methods of Affective Education on Self-Concept in Seventh-Grade Students," by Darryl Lee Bayer, discusses research on affective education and self-concept. Examples of affective education experiences are given and implications for school counselors are offered. "Facilitating the Not-So-Trivial Pursuit of Identity in Adolescence," by Christina Mitchell, describes the identity pursuit concept, a game developed to encourage adolescents to become active in discovering themselves. "Twenty Adolescent Novels (and More) That Counselors Should Know About," by Theodore Hipple, Jane Yarbrough, and Jeffrey Kaplan, provides a list of novels (some annotated) about adolescence, categorized according to problems. Problems addressed include alienation and identity, athletics, close friend or sibling rivalry, death and dying, divorce, drugs and alcohol, ethical dilemmas, handicapped youth, homosexuality, mental illness, parents, prejudice, rape, religious pressures, school, sex, social responsibility, suicide, teenage crime, and teenage pregnancy. (NB)

ED 321 163 CG 022 571

The Challenge of Family Relationships in Early Adolescence.
American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcohol Abuse; *Drinking; *Drug Use; High Schools; *High School Students; *Student Behavior

Student volunteers (N=190) from a suburban Detroit high school population completed an instrument measuring student, parent, psychological, and social factors in relation to substance use and abuse. Analysis of data revealed that alcohol was the most widely used substance among the students, followed by cigarettes and marijuana, in that order. Each of the remaining seven substances (inhalants, cocaine/crack, hallucinogens, stimulants, sedatives, tranquilizers, and other narcotics) was used by less than 8% of the students surveyed. Females reported using wine more often than did males; there were no significant differences between males and females in use of beer, liquor, cigarettes, or marijuana. Beer, cigarette, and marijuana use appeared to increase as grade level increased. Students who reported higher levels of participation in school activities reported less substance use. Parental employment status did not correlate significantly with levels of substance use. Approximately 20% of the sample reported negative life events related specifically to substance use. Twenty-three percent reported driving a car while under the influence of drugs or alcohol; 48% reported riding in a car while the driver was under the influence. The findings support the premises that adolescent substance use increases with age and that a polydrug use phenomenon can be observed in this population. Students identified substance abuse counselors as the best source of accurate and complete drug information. (NB)

ED 321 177 CG 022 614

Frazier, Billie H.; Hayes, Kathleen C.
Selected Resources on Aging: An Annotated Bibliography for Researchers and Educators. Special Reference Briefs.
National Agricultural Library, Beltsville, MD.
REPORT NO.- SRB-90-08
PUB DATE- 90
NOTE- 87p.; For related documents, see CG 022 615-616.
AVAILABLE FROM- Reference Branch, Room 111, National Agricultural Library, Beltsville, MD 20705.
LANGUAGE- English

Achievement of High School Students.
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Correlation; High School Graduates; High Schools; *High School Students; Parent Aspiration; Parent Attitudes; Parent Background; Parent Child Relationship; *Parent Influence; *Parent Participation; *Parent Student Relationship

This study investigated parents' perception of their involvement in the academic achievement of a select group of 56 high school graduates from the Klein School District in Spring, Texas. A 13-item multiple-choice questionnaire was distributed to the parents consisting of two parts: the first assessing background information of the respondents and their children, and the second related to parents' perceptions of the help they have given to their children in academic tasks. Data, analyzed using the Pearson Correlation Coefficient, indicated that there was no significant correlation between parental involvement and students' academic success, that most parents expected their child to perform at an above average range, and that formal schooling of parents was not a prerequisite to assisting students with assignments. Tables are provided and discussed, showing: (1) Pearson's product moment correlation on the background information; (2) sex of family members completing questionnaire; (3) sex of 1989 high school graduates; (4) educational level of respondents; (5) individual(s) with whom child lived; (6) marital status of respondents; (7) combined annual salary of respondents; (8) level of employment of respondents; (9) expectations of child's academic performance; and (10) level of difficulty in helping child. Four recommendations are presented based on findings, and the questionnaire is appended, along with a bibliography of 20 items. (TE)

ED 321 192 CG 022 633

Godley, Susan Harrington
One of the Best Friends I Ever Had: An In-Depth Study of a Teen Parent Home Visiting Program for Ounce of Prevention Fund Participants.
SPONS. AGENCY- Illinois State Dept. of Children and Family Services, Springfield.; McLean County Health Dept., Normal, IL.; Ounce of

educational consultants whose expertise includes the development and evaluation of programs for students who are members of racial or ethnic minorities, economically disadvantaged or limited English proficient. Specific topics covered include: (1) expectations and success; (2) organizational operations; (3) curriculum and instruction; (4) sense of belonging; (5) socioemotional, health, and nutritional needs; (6) economic needs; (7) parental involvement; and (8) preschool education. (ABL)

ED 321 206 CG 022 655

Smollar, Jacqueline; Ooms, Theodora
Young Unwed Fathers: Research Review, Policy Dilemmas and Options.
Texas Education Agency, Austin. Texas Dropout Information Clearinghouse.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- Oct 87
NOTE- 105p.
GRANT- HHS-100-85-0004
AVAILABLE FROM- Shared Resource Center, P.O. Box 2309, Rockville, MD 20852 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- Adolescents; *Early Parenthood; *Fathers; Parent Child Relationship; *Public Policy; Social Problems; *Social Services; Young Adults
IDENTIFIERS- *Unmarried Parents

The Unwed Fathers Project was designed to draw upon the small but rapidly growing body of knowledge about young fathers up to 25 years of age. The specific project components were 10 working papers commissioned from researchers and program professionals; a 1986 invitational symposium which included policy officials, employees of governments, universities, and service agencies; and a report synthesizing major findings of the commissioned papers and summarizing symposium discussions. The project concluded that: (1) unwed fathers need to be held responsible for their children and, for the most part, should be required to fulfill the minimum obligations of fatherhood; (2) it is generally in the best interests of the children if their fathers develop a personal relationship with them and this should be encouraged; (3) these

major objectives were to foster a greater sense of personal causation in the lives of the students; to teach specific decision-making skills; to develop student-created models for healthy lifestyles; and to have students identify a personal reduction in substance abuse as a result of participation in the program. Needs assessment surveys were developed and administered to students and to the school's Peer Helpers. Results were analyzed and possible solutions were examined. Among the proposed solutions was the use of a multi-faceted approach which took into account the needs of the individual adolescent, the peer group, and the family. The solution chosen utilized strategies designed to increase the self-esteem and sense of personal control of each participant. Results of the program were mixed. Analysis of the data showed that a large number of participants surveyed reduced their personal level of alcohol and drug use, but not as many as expected. (Author/ABL)

ED 321 220 CG 022 670

Shuff, David
The Enhancement of Career Education/Exploration Opportunities in Conjunction with School Counselor, Paraprofessional, and Corporate Partnerships.
PUB DATE- Jul 90
NOTE- 149p.; Ed.D. Practicum, Nova Univesity.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; *Career Exploration; Junior High Schools; *Junior High School Students; Paraprofessional School Personnel; Program Effectiveness; School Business Relationship; *School Counseling; School Counselors

The practicum was designed to enhance career education/exploration opportunities in the junior high school. Services at the Career Center originally planned for the high school involved in this practicum were discountinued 2 years earlier due to a education/exploration termination of funds and failure to document program goals. The practicum's goals were: (1) to ennance career education/exploration in conjunction with counselor, paraprofessional and corporate sponsorship; (2) to increase the counseling staff's time spent on career guidance by 50 percent; and

Jamaican government for children in grades four through six by using Jamaican authors and artists. Quantitative questionnaires were used to survey the schools, and participant observations and informal interviews during the ethnography provided a means of gathering background knowledge of the Jamaican culture. Individual interviews (three 1-hour sessions) were conducted by grade level with four-six students of mixed abilities. Three hundred fifty-one questionnaires were completed, with results indicating that the books were used daily or frequently. Qualitative interviews revealed that 60 of the 75 stories were considered relevant by the students. The relevancy described by the children in these interviews was both personal and cultural. Background knowledge and experiences that the children brought to the text, combined with their ability to predict what was happening, affected readability the most. Teachers reported that although the books were most effective with the middle reading groups, overall the books were having a positive effect on all of the students. (Twenty-eight references are attached.) (MG)

ED 321 234 CS 010 150

Headlam, Alis L.
Examining Cultural Relevancy in the "Doctor Bird Readers."
PUB DATE- Sep 89
NOTE- 393p.; Ed.D. Dissertation, University of Massachusetts. For a paper on this subject, see CS 010 149.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; *Cultural Awareness; Cultural Background; *Cultural Context; Cultural Influences; Foreign Countries; Instructional Effectiveness; Intermediate Grades; Interviews; Questionnaires; Reading Habits; Reading Instruction; *Reading Materials; Reading Research
IDENTIFIERS- *Cultural Relevance; *Jamaica; Text Factors

The "Doctor Bird Readers" represent a first attempt by the Jamaican government to produce readers for children in grades four-six by using Jamaican authors and artists. This study examined whether cultural relevancy was achieved in the development of stories for the "Doctor Bird Readers." A quantitative questionnaire combined with interview data collected during a pilot study shows that the books were regarded as culturally relevant by both students and

DESCRIPTORS- *Critical Reading; *Dialogs (Literary); *Dramatics; Elementary Education; School Activities; *Scripts; Teacher Effectiveness
IDENTIFIERS- *Casting Techniques; Directors (Theater); Drama in Education; *Student Performances

Children can become script masters if they have a teacher/director who follows certain procedures, such as: (1) select a script that has relevancy to the cast; (2) audition the children via an interview process prior to reading the script for the first time; (3) cast the children based on appearance, sound of the voice, and personality more than the quality of the first reading; (4) read through the entire script with the cast at the first rehearsal, (5) set goals related to the main and ultimate purposes of performance during the early rehearsals; (6) analyze the script in a discussion format and encourage cast input; (7) maintain an open communication throughout rehearsals on character interpretation and the enactment of scenes; (8) reinforce the goals; and (9) schedule a private performance prior to a public performance. (Appendixes include a casting sheet; goals to achieve and how to achieve them; notes from the director/author; character breakdown; musical numbers; and strategies on the usage of punctuation and expression. Seventeen references are attached.) (Author/MG)

ED 321 248 CS 010 170

O'Keefe, Garrett J.; And Others
The Uses of Newspapers by Elderly Audiences.
PUB DATE- Aug 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Audience Analysis; *Mass Media Use; Media Research; *Newspapers; *Older Adults; Reading Attitudes; *Reading Habits; *Reading Interests; Use Studies
IDENTIFIERS- Reading Behavior; Reading Uses

A study examined uses of newspapers by elderly persons, with emphasis given to the extent to which exposure and gratification patterns change by age segments within the aged, and what kinds of factors are associated with such changes. Data from a national

ED 321 262 CS 212 412

Phelan, Patricia, Ed.
Literature and Life: Making Connections in the Classroom. Classroom Practices in Teaching English, Vol. 25.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-2962-5
PUB DATE- 90
NOTE- 178p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 29625-3020, $7.50 member, $10.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Secondary Education; Higher Education; Learning Activities; Literature; *Literature Appreciation; *Reader Response; *Reader Text Relationship; Reading Writing Relationship; Teacher Developed Materials; Theory Practice Relationship
IDENTIFIERS- Aesthetic Reading; *Literature Instruction

This book presents findings of a cross-section of teachers, elementary through college, who have developed ways to enable students to make connections between their lives and the literature they read. The 28 articles are grouped into: (1) a section on the collaborating and creating connection with literature; and (2) a section on the reading and writing connection with literature. The articles are as follows: "Making Connections through Literature" (C. J. Nolan, Jr.); "Developing the Social Conscience through Literature" (P. Smagorinsky); "Connecting with Literature: Activities for 'The Cay' and 'The Bedspread'" (V. L. Olson); "Using Journals and Small Groups to Explore Literature" (J. S. Mink); "Poetry to Engage the Person" (N. Gorrell); "'Stopping by Woods on a Snowy Evening': A Classroom Experiment in Literary Response" (M. A. Delia); "Making Sense of Poetry through Constructing, Collaborating, and Imitating" (J. Golub); "Literature on the Screen: Film Adaptations in the Classroom" (P. S. Gardner); "The Dinner Party: How to Breathe Life into Literature" (C. C. Livingston); "Portraying and Interpreting Literature through Art" (J. Hamilton); "The Sophocles Connection" (M. Cobb); "Drama as a Way into Poetry" (E. Komar); "Moral Dilemmas and 'Death of a Salesman'" (E. K. Barron and D. N. Sosland); "The Reader's Work: Learning through Enactment" (R. Jenseth); "Ambiguous Texts in Teaching the Reading of Literature" (M. B. Mandel); "Students and Literature: Intimate Friends" (M. H. A. Morrissey); "Engaging

works, the Columbian author, Gabriel Garcia Marquez, and the Peruvian author, Mario Vargas Llosa clearly convey the Latin American writer's desire to be modern as they confront sociological problems and integrate a discussion of social, political, and economic issues. Garcia Marquez's "One Hundred Years of Solitude" is a classic example of the innovative production generated by the Latin American literary "boom" of the 1960s. The novel best exemplifies Garcia Marquez's ingenious mixture of realism and fantasy and has resulted in the creation of a total fictional universe in which the commonplace takes on an aura of magic and the impossible is made believable. In his numerous novels, Vargas Llosa struggles to capture the complexity inherent in diverse personal, social, and historical worlds. Structural complexities are combined with stories that exemplify Vargas Llosa's view of life; for him it is violent, chaotic, complex, absurd, and indefinable. Both writers as well as a rich literary production by Latin American women writers will no doubt enrich the English Curriculum in the decades to come with innovative courses in translation as American students become more interested in developing a closer bond with Latin American countries and their societies. (An appendix contains available works, some in translation, by 10 contemporary Latin American writers; 18 references are attached.) (KEH)

ED 321 276 CS 212 431

Schrader, Carol Taylor
The Word Processor as a Tool for Developing Young Writers.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Computer Assisted Instruction; Laboratory Schools; Piagetian Theory; Primary Education; *Word Processing; *Writing Instruction; Writing Readiness; Writing Research; Writing Skills; Young Children
IDENTIFIERS- Beginning Writing; *Childrens Writing; *Writing Development

A study investigated how young children use the word processor as a tool in their development as writers. Forty children, ages 4 through 7, from a university laboratory school in a small midwestern community, participated in the study. Videotapings and audiotapings during writing events served as the primary means of

ED 321 291   CS 212 449

Donato, Marjorie
Cooperative Learning and Process Writing Experiences to Improve the Writing of Fifth Grade Students.
PUB DATE- 90
NOTE- 98p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Classroom Environment; *Cooperative Learning; *Grade 5; Intermediate Grades; Learning Activities; Teaching Methods; Writing (Composition); *Writing Ability; *Writing Attitudes; *Writing Improvement; Writing Instruction; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Childrens Writing; *Writing Development

A course of study was researched, designed, and implemented to improve the writing of fifth-grade students. Objectives of the program were to develop more positive feelings about writing while increasing the quantity, quality, and variety of writing. Cooperative learning and process writing was discussed with the participants, their parents, and the teachers in the participating school. Fifth-grade students visited the classroom and were coached on how to use the writing process how and to work in a cooperative setting. Results indicated that the fifth-grade students demonstrated an increase in their quality, quantity, and variety of writing by the second month of the program. Students' writing quality improved 25% to 100% in terms of the basic elements of content and mechanics; voluntary journal writing increased by 59% to 685%; the quantity of voluntary finished works during sustained writing periods improved 33% to 300%; a broader range of audiences during voluntary writing periods increased 100% to 300%; and the students' feelings about writing showed a 25% to 88% improvement by the end of the writing program. Teachers participating in the program noted a 38% to 100% improvement in their students' writing. (Nine tables of data are included. Appendixes include: student and teacher creative writing survey, writing assessment instrument, length of daily journal entries chart, writing chart, compositional variety chart, writing audience chart, students' writing attitude survey, and teacher survey. Thirty-two references are attached.) (MG)

Educational Innovation; Elementary Education; *Elementary School Curriculum; Elementary School Students; Introductory Courses; *Speech Communication; Speech Instruction; Teaching Methods; Verbal Communication
IDENTIFIERS- Communication Styles

In an effort to introduce communication skills to elementary students, a basic communication lesson was taught to 8 different groups of students (3rd, 5th, and 6th graders) with approximately 15 students in each group. The groups met for 25-minute sessions. One mixed-age group met for 60 minutes. Four objectives were formulated for each class, namely, to enable students to: (1) explain the meaning of the term communication; (2) understand some of the reasons why people communicate; (3) recognize the five basic elements of the communication process; and (4) identify some factors which affect the communication process. Results indicated that all objectives were met. The last objective, however, was the least realized goal; students did understand what was meant by a communication variable but would not have been able to list all communication variables. Results suggest that communication instruction can be successful at the elementary level and that students have an interest in the subject matter. (MG)

ED 321 307 CS 507 189

Herbeck, Dale A.
Freedom of Speech as Protected by the States: A Review of Late Nineteenth and Early Twentieth Century State Court Decisions.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Liberties; *Constitutional History; *Constitutional Law; Court Judges; *Court Litigation; *Freedom of Speech; *Libel and Slander; United States History
IDENTIFIERS- First Amendment; *Sedition; *Supreme Court

While some analysts have asserted that the First Amendment was intended to prohibit laws against seditious libel (speech overtly critical of the government), the judicial record reveals a

ED 321 320 CS 507 211

Mason, Susan A.
Communication Processes in the Field Research Interview Setting: A Case Study.
PUB DATE- 20 Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Communication Skills; Degrees (Academic); Discourse Modes; *Employee Assistance Programs; *Field Interviews; Higher Education; *Interpersonal Communication; *Occupational Surveys; *Qualitative Research; Research Methodology
IDENTIFIERS- *Interviewers; Thick Description Method

For those involved in research of any type, the gathering of complete, relevant, and untainted information is the ultimate goal. The collection of valuable information is particularly challenging in the social sciences, which often call for qualitative field research. The effective field research interviewer must not only be knowledgeable of the theoretical background of a given study, but must also be well versed and practiced in a wide variety of communication skills. Beginning in 1970, Employee Assistance Programs (EAPs) have emerged as a major vehicle for prevention and treatment of alcohol, drug, and other emotional health problems in the workplace. In 1985, to meet a perceived need for quality education in the core tasks of EAP work and to study the socialization processes associated with this work, Cornell University together with the New York State Division of Alcoholism and Alcohol Abuse launched the Employee Assistance Education and Research Program (EAERP). For the research program, three researchers conducted interviews with 278 people who had either graduated from EAERP, dropped out, inquired about the program, or obtained jobs in employee assistance. To prepare participants to be EAP interviewers, weekly research meetings conducted over a 3-year period served as dress rehearsals. Potential participants were persuaded to participate through appeals to trust, credibility, logic, and emotion. Interview strategies varied with the participants. Data collected in the study is still being analyzed, and results of the research effort are anticipated by 1991. (SG)

contribute to research on organizational culture. The company investigated manufactures custom products, employs approximately 175 skilled craftsmen and support personnel, has one principal owner who is also the general manager, and is nonhierarchical. Data were gathered through participant observation, interviews of personnel (n=34), observation of the interactions of personnel, observation of the facilities, and thorough investigation of company documents. Based on two different interpretive methods, thematic interpretation of verbatim interview notes and interpretation of cultural performances, five major themes emerged: (1) organizational members were task oriented and focused most of their talk on improving the work itself; (2) the general manager's tight control of all managerial functions resulted in a lack of latitude in decision making by other company members; (3) the company, culture, and the people within it were vulnerable to environmental influences and the whims of major customers; (4) the lack of clearly defined roles and procedures resulted at times in a chaotic work environment; and (5) an atmosphere of blame was a visible element in the organizational culture. Knowledge gained by case studies can help identify problems intrinsic to small companies and provide solutions aimed at making the quality of life better for those who work in these organizations. (Eighteen references are attached.) (KEH)

ED 321 334 CS 507 252

Aiex, Nola Kortner
Debate and Communication Skills. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CS-90-09
PUB DATE- Sep 90
NOTE- 3p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (free with a stamped self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

PUB DATE- Nov 89
NOTE- 85p.; For Book I, see ED 311 524. A Product of the New England Center for Equity Assistance.
AVAILABLE FROM- Publications Department, The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Desegregation Methods; *Educational Equity (Finance); Elementary Secondary Education; Equal Education; *Parent Participation; *School Choice; *School Desegregation
IDENTIFIERS- *Educational Restructuring; Empowerment; *Massachusetts

Designed to aid school personnel considering school choice as a possible desegregation method, this booklet explains the principles of controlled choice, presents an overall plan and flow chart, and reviews the types of organizations that might be developed. Controlled choice is a desegregation method that is voluntary, empowers parents and school staff, and leads to new and exciting reorganizations of school and curricula. Controlled choice makes all schools "magnets" for student enrollment, celebrates diversity, and acknowledges differences in learning styles. Although choice alone may increase the comfort level of parents, students, and staff and facilitate school improvement, only controlled choice will also lead to desegregation. Through a controlled choice system, three Massachusetts cities (Lowell, Fall River, and Cambridge) have increased the integration of their schools. Controlled choice has enormous potential for restructuring schools so that they are racially, ethnically, and sexually integrated, as well as high-quality, effective learning places. As this book shows, that potential can only be realized through an extensive, complex planning process involving all elements of the community. The planning process involves five phases: (1) Mechanisms for Initial Planning; (2) The Development of a City-Wide Plan; (3) Planning Individual Schools of Choice; (4) Implementation and (5) the First Year of Full Implementation. School administrators must make a major commitment to school organization and curriculum diversity and to school-based management. Five appendices present Massachusetts cities' plans and provide further information sources. A brief index is also provided. (MLH)

Poston, William K., Jr.
Teacher Performance Pay: Career Ladders in Practice (Differentiating Levels of Teacher Skill).
PUB DATE- 9 Jan 90
NOTE- 14p.; Paper presented at the Statewide Director's Conference on Restructuring Schools (Des Moines, IA, January 9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; Compensation (Remuneration); *Competency Based Teacher Education; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Performance; *Professional Recognition; *Promotion (Occupational); Standards; *Teacher Effectiveness; Teacher Evaluation; Teacher Motivation; Teacher Salaries; Teaching Skills

Distinctions between levels of professional teaching skills are made in this paper, which illustrates the interdependent relationships among teaching, learning, and the effects upon teacher compensation. Performance pay for teachers is discussed, specifically career ladders that call for the evaluation of teaching performance as a factor in compensation, incentives, and career advancement. Evaluation criteria and methods are examined in terms of the differentiation between proficiency levels. Examples of teacher assessment criteria and five expertise levels on two selected criteria from the comprehensive teacher evaluation system are demonstrated. The interdependency between student learning and teacher skill is illustrated and the compensation effects of each are described. (LMI)

ED 321 364 EA 021 981

Andersen, Beth; Klein, Frances
A Study of Curriculum Decision Making in a Time of Site Based Management.
PUB DATE- Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

ED 321 379 EA 022 013

Wax, Anne S.; Hales, Loyde W.
Public School Administrators: Components of Burnout.
PUB DATE- 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrators; *Burnout; Elementary Secondary Education; Principals; *Public Schools; Quality of Working Life; Role Perception; *Stress Management; *Stress Variables
IDENTIFIERS- Oregon

The objectives of this study of public school administrators were to determine the level of burnout experienced by school administrators, the relationships between burnout and stress measures, the factors associated with burnout, and the relationships between administrative level and components of the Administrative Role Perception Inventory (Hales and Wax, 1982). Mailed questionnaires to all active members of the Confederation of Oregon School Administrators (COSA), which comprises approximately 75 percent of the state's practicing administrators, yielded 1,300 returns with an approximate 63 percent response rate. The sample distribution of central office administrators and principals and vice principals at all three school levels was similar to COSA membership distribution. A quantitative methodology using coefficient of correlation, analysis of variance, multivariate analysis of variance, univariate analysis, and Scheffe's test for pair-wise mean comparisons concluded that effective principals are active instructional leaders and disciplinarians. However, the principal's leadership role is influenced by a reflexive relationship with central office administration. Findings demonstrate the need for stress management and other human development programs that recognizes the reality of burnout. (32 references) (LMI)

Australian cultural homogeneity on educational beliefs; (2) the highly condensed history of curricular change; (3) incomplete reform implementation; (4) demands on curricula for job preparation; (5) tension between egalitarian and elitist beliefs; (6) current political and economic pressures; and (7) the role of curriculum scholars. In recent decades Australian schools have changed faster than have the assumptions held by most Australians about education. The Australian dilemma differs from the American one in that Americans value education for its universal, intrinsic qualities, and Australians value education for extrinsic reasons. Australian support of education is based on a narrower, utilitarian, and directly politicized viewpoint. Unlike the culturally diverse American situation, Australian institutions are less resilient to challenges. (11 references) (LMI)

ED 321 395 EA 022 051

View from the Inside: A Look to the Future. Report of the Select Seminar on Teacher Evaluation II.
Capital Area School Development Association, Albany, NY.
PUB DATE- Dec 86
NOTE- 23p.; For the report on Select Seminar I, see ED 291 130. Photographs may not reproduce well.
AVAILABLE FROM- The Capital Area School Development Association, Husted 211, University of Albany, State University of New York, 135 Western Avenue, Albany, NY 12222 ($5.00 per copy-including postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Role; Collegiality; Elementary Secondary Education; *Professional Development; Role Perception; Staff Development; *Teacher Administrator Relationship; Teacher Certification; *Teacher Evaluation; Teacher Qualifications; Teacher Role; Teacher Supervision
IDENTIFIERS- *New York

A summary of the Select Seminar II for the development of innovative practically implemented teacher evaluation practices is provided in this report. Two central concerns are linking teacher evaluation to professional growth, and establishing collegial relationships. Discussion topics include: the relationship between teacher evaluation and professional growth; teachers' perceptions

DESCRIPTORS- Adult Education; Behavioral Objectives; Educational History; *Extension Agents; *Extension Education; *Inservice Education; *Institutional Mission; Instructional Materials; *Land Grant Universities; Learning Modules; Orientation; Teaching Guides; Workshops
IDENTIFIERS- *Cooperative Extension Service

This module is the first in an inservice education series for extension professionals that consists of seven independent training modules. It focuses on the history, mission, values, and networks that make the Cooperative Extension System and the land-grant institutions unique. A relatively brief 9-hour orientation workshop for new extension professional staff members, the module also includes significant learning opportunities in the form of several assignments to be completed before the workshop takes place. The module consists of five major parts. The sourcebook includes a concise, readable synopsis of the content, objectives, a selected annotated bibliography (18 items), and list of 56 references. The leader's guide provides step-by-step instructions on how to conduct the workshop and suggestions for use of the other parts. Preliminary and follow-up activities are described, as well as those to take place during the workshop. The learner's preworkshop packet contains all materials intended for distribution to the learners before the workshop. The learner's packet includes materials to be used during the workshop. The last section lists instructional aids--slides, photo posters, audiotapes, videotapes--and provides masters for producing overhead transparencies. (YLB)

ED 321 013 CE 052 296

Mustian, R. David; And Others
Working with Our Publics. In-Service Education for Cooperative Extension. Module 2. The Extension Education Process.
North Carolina State Agricultural Extension Service, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 88
NOTE- 346p.; For related modules, see CE 052 295-301.
AVAILABLE FROM- Dept. of Adult and Community College Education, North Carolina State University, Campus Box 7607, Raleigh, NC 27695-7607.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.

the work force. The legislation under consideration makes several attempts to address this problem, by creating a trust fund in which contractors who do business with the Federal Government will deposit a small percentage to address these problems. Witnesses spoke of the terrible problems of illiteracy and unemployment, especially among black males. They detailed some educational programs that have been remarkably successful and they supported legislation to fund more education, training, and support services for the disadvantaged, minority groups, and women. (KC)

ED 321 027 CE 055 039

Managing Continuing Education Units (CEUs). A Guide for Local School Districts and Regional Educational Service Centers.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 89
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Role; *Compliance (Legal); *Continuing Education Units; *Credits; Education Service Centers; *Inservice Teacher Education; Postsecondary Education; Professional Continuing Education; School Districts; State Legislation; State Programs; State School District Relationship; *State Standards
IDENTIFIERS- *Connecticut

This guide is intended to help clarify the requirements pertaining to Continuing Education Units (CEUs) as contained in Section 10-145d-124 of the Regulations of Connecticut State Agencies (effective July 1, 1989) and to suggest some alternative ways for boards of education to meet those requirements. Topics covered by the eight sections of the guide are the following: (1) definition and discussion of key terms; (2) responsibilities of local and regional boards of education; (3) monitoring for compliance; (4) suggested procedures for implementing the CEU regulations; (5) the CEU equivalent; (6) determining the number of CEUs to award for an activity; (7) additional responsibilities that may be assumed by the CEU team; and (8) answers to commonly asked questions about CEUs. Sample forms and guidelines, as well as a summary of CEU regulations, compliance, and implementation are contained in an appendix. A short annotated bibliography is included. (Author/KC)

128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Census Figures; Data Interpretation; Demography; *Developing Nations; Economic Development; Educational Needs; Elementary Secondary Education; Females; Foreign Countries; *Literacy Education; Males; Program Development; *Research Problems; Rural Urban Differences; *Statistical Analysis; *Statistics; Validity
IDENTIFIERS- International Literacy Year 1990

Global figures that reveal the magnitude of the problem of illiteracy in the world disguise great disparities. For example, most of the illiteracy in the world is in developing countries. Therefore, it is preferable, and more appropriate in terms of numerical importance, to concentrate the analysis of illiteracy on developing countries. Such analyses show that there are differences between groups of developing countries. For example, East Asian and South Asian developing countries had 70 percent of the world's population of illiterates in 1990. The countries of East Asia will show a drop in the number of illiterates and in the rate of illiteracy by the year 2000; the countries of South Asia will also show a drop, but will still have a higher illiteracy rate than in all other regions. The figures presented in summary form for these different regions obviously disguise significant differences between the countries of which they are composed. In 48 of the 102 developing countries considered, the illiteracy rate exceeds 40 percent. There are also large differences in the illiteracy rate in different areas of developing countries, between rural and urban populations, among age groups, and between the sexes. In many of these countries, no reliable census data are available. Data collection and analysis must be improved so that adequate literacy policy can be made and better literacy programs can be carried out. (KC)

ED 321 040 CE 055 137

Street, Brian V.
Cultural Meanings of Literacy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90

adults on a massive scale. To be addressed on national and regional levels are these six priority areas: (1) preparation and implementation of strategies to help nations prepare regional workshops, a national plan, structures to support the plan, technical support, and a national seminar; (2) action research to promote literacy among women, educational innovations, use of African national languages, and a definition of education programs adapted to the living conditions of rural populations; (3) staff training; (4) production and distribution of teaching material; (5) exchanges and information; and (6) public awareness and mobilization of public opinion. More than 40 national operational projects are being implemented with the assistance of the United Nations Educational, Scientific, and Cultural Organization. Among the projects are the COFORPA program (regional technical cooperation for educational planning and administration), a project promoting the use of the Arabic alphabet in the elimination of illiteracy, and the IFOMA (Innovation-Training-Teaching Materials) project for teacher education. (CML)

ED 321 052　　　　　　CE 055 149

Limage, Leslie
Illiteracy in Industrialized Countries: Realities and Myths. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Basic Skills; *Developed Nations; Dropouts; *Economically Disadvantaged; Educational History; Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Illiteracy; Literacy; *Literacy Education; Minority Groups; Unemployment
IDENTIFIERS- International Literacy Year 1990

When considering illiteracy in industrialized countries, one should consider the following: (1) schools historically were not set up to transmit literacy skills, as evidenced by the fact that the geography and chronology of literacy are much less linked to the

interaction. Studies of these factors show that many aspects of performance are concentrated in lower-income categories, rural areas, and the first years of primary education. Solutions should seek to improve the retention capacity of schools and quality of instruction. Particularly promising are attempts to adapt content, methods, and school organization to the characteristics and needs of the target population. (SK)

ED 321 065 CE 055 162

Elissalde, Enrique
Braille: The Key to the Emancipation of the Blind. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Basic Skills; *Blindness; *Braille; Comparative Education; *Developing Nations; Educational History; Foreign Countries; Instructional Materials; *Literacy Education; Non Roman Scripts; *Reading Materials; Special Needs Students; Tactile Adaptation; Womens Education
IDENTIFIERS- International Literacy Year 1990

Midway through this century, Braille was placed within the reach of blind persons throughout the world when Unesco began the major task of adapting Braille to accommodate all languages and dialects. Invented in France between 1825 and 1829, Braille's role as the key to the cultural emancipation of the blind had previously been limited to countries using the Roman alphabet. Although a Braille alphabet now exists for most of the languages and dialects in the world, the majority of blind people cannot use it because they live in developing countries and are too poor, lack medical attention, are malnourished, or have social disorders. About 40 million (80 percent) blind people live in the developing countries. In many African and Asian countries, the education of blind children is neither free or obligatory. Barely 5 percent of blind African children receive any kind of education, and the situation is similar in India. As with their sighted sisters, blind women have less opportunity than males to receive education. Once young people

Lee, Howard D.
Elements of Instruction VTAE Workshop (Wisconsin Rapids, Wisconsin, March 7-9, 1989). Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 89
NOTE- 341p.; For related documents, see CE 055 192-194 and CE 055 196-199.
GRANT- 30-108-150-239
AVAILABLE FROM- Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Educational Environment; *Inservice Teacher Education; *Instructional Improvement; Instructional Leadership; Postsecondary Education; Secondary Education; *Teacher Improvement; Teacher Responsibility; *Teaching Methods; Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Hunter (Madeline); *Wisconsin

This document describes a 3-day Wisconsin workshop on essential elements of instruction in vocational, technical, and adult education (VTAE). The workshop's content was based on the Univesity of California at Los Angeles' Teaching Model, which resulted from the work of Madeline Hunter. A three-page narrative describes some aspects of the model, lists the workshop's objectives, and describes the workshop. The objectives were to develop an awareness of the Hunter approach by: (1) defining teacher responsibilities and criteria and critical questions relating to a profession; (2) identifying characteristics of teaching to an objective; (3) selecting an objective at the correct level of difficulty; (4) recalling the steps to monitor and adjust the teaching; (5) identifying and demonstrating use of the principles and characteristics of learning; (6) keeping a log of teaching actions for 2 weeks; and (7) analyzing and evaluating the teacher action with respect to the elements of instruction. The rest of the document consists of letters regarding the workshop, a participants' list, handout materials, transparency masters, a workshop completion certificate, evaluation rating scales, and participant comments. (CML)

rural programs: geographic isolation means higher costs to deliver services, lower population density results in fewer students per class, the sociodemographic makeup of rural populations must be recognized in program allocation criteria, rural areas have fewer organizations that could provide literacy programs, isolation can lead to low self-esteem and affect motivation to participate in literacy programs, existing rural networks must be used to recruit students, and technologies that can deliver programs over distances are particularly important in rural areas. A set of policies for delivering literacy programs to rural adults in Pennsylvania should be developed. (21 references) (CML)

ED 321 091 CE 055 233

Ross, Jovita M.; Smith, Judith O.
ABE and GED Staff Perceptions Regarding Learning Disabled Students. A Final Report of the 310 Special Project 88-98-8034.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 31 Jul 88
NOTE- 64p.
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrators; Adult Basic Education; Adult Educators; Adult Programs; Adults; *Cognitive Processes; Cognitive Psychology; Coping; Counselor Attitudes; *Diagnostic Tests; *Educational Diagnosis; Equal Education; Independent Living; Inservice Teacher Education; *Learning Disabilities; Neurological Impairments; *Psychoeducational Methods; Staff Development; Student Characteristics; Teacher Attitudes; Underachievement

Program directors, teachers, and counselors of Adult Basic Education (ABE) and General Educational Development (GED) programs were surveyed about their attitudes toward and knowledge of their students with learning disabilities (LD), the availability of services for those students, the availability of staff development

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; *Adult Basic Education; College Credits; *English (Second Language); Experiential Learning; Foreign Countries; *Nontraditional Students; *Prior Learning; Student Placement
IDENTIFIERS- *Great Britain

This document makes the case for assessing prior learning and offers practical advice on how to do it within British English for Speakers of Other Languages (ESOL) and adult basic education (ABE) programs. Following an introduction, it is explained that a person's prior learning is obtained through prior study or life experiences. The next section explains why one would want to assess prior learning (to foster self-awareness, claim educational credit, plan a career, determine the level of entry in ABE or ESOL programs, or integrate experiential and academic learning). The next section lists characteristics of assessing prior learning and of initial assessment (identifies level of skill, highlights gaps in knowledge, establishes a starting point from the tutor's point of view, indicates content and methodology to students, takes note of what students can and cannot do, and categorizes students according to their performance on the spot). Four stages of assessment are listed: identifying the purpose of assessment; identifying learning experiences relevant to that purpose; analyzing these experiences in terms of knowledge, skills, and learning strategies; and demonstrating relevance. Examples include a student's guide to prior assessment and an illustration of how a teacher can help a student work with an English translation of his or her life story to identify prior learning. Four references are provided. (CML)

ED 321 105 CE 055 275

Child Labor Law and School Work. A Guide.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Adolescents; Apprenticeships;

Schneider, Anne Larason; Warner, Jean Shumway
National Trends in Juvenile Restitution Programming. Restitution Education, Specialized Training & Technical Assistance Program.
Oklahoma State Univ., Stillwater.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
REPORT NO.- NCJ115214
PUB DATE- Jul 89
NOTE- 21p.; For a related document, see CE 055 326. Produced by the Policy Sciences Group.
GRANT- 86-JS-AX-K045
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountability; Adolescents; Crime; Criminal Law; *Delinquent Rehabilitation; *Juvenile Courts; *Juvenile Justice; Punishment; *Sentencing; Victims of Crime; Youth Problems
IDENTIFIERS- *Restitution

The accelerating growth of restitution as an institutionalized program in juvenile courts throughout the country is documented. According to studies, the number of formal restitution programs has increased from approximately 15 in 1977 to more than 400 in 1989. Program components include financial restitution, community service, victim-offender mediation, victim services, job information services, work crews, transportation, job slots in the private sector, and subsidies. Many existing programs are increasing their services by, for example, instituting new components such as paid work crews and supervised meetings between victims and offenders. The Restitution Education, Specialized Training, and Technical Assistance (RESTTA) program has contributed to this growth, providing training and technical assistance to representatives of about 1,000 juvenile courts since 1984. Findings from the national evaluation of the major initiative on juvenile restitution operated by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) from 1978 through 1982 indicated that restitution is effective not only as a means of compensating victims but also in reducing recidivism. Indications are that the use of restitution will continue to grow. As courts move steadily from a treatment-based orientation to one focused more on offender accountability, restitution will increasingly occupy a more central place in the dispositional process. (16 references) (Author/CML)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Classroom Environment; *Curriculum Development; *Disabilities; Educational Resources; Instructional Materials; Program Development; Secondary Education; *Special Needs Students; *Teaching Methods; *Vocational Education
IDENTIFIERS- *Missouri

This module provides a framework for designing a functional curriculum for students with disabilities. Topics addressed include designing and using a functional curriculum, analyzing student needs, and conducting job analysis. A list of 14 references is included, and examples of forms are provided. The guide includes a list of definitions and uses a question-and-answer format to provide information on the types of students who need a functional curriculum, specific skills to be taught, adaptation of the present curriculum, and individualized instruction. (KC)

ED 321 135 CE 055 363

Evaluation of Educational Programs. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- May 89
NOTE- 12p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; *Education Work Relationship; *Evaluation Methods; *Program Development; *Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- *Missouri

This module provides information about the development of evaluation strategies and mechanisms for vocational education programs. Sample evaluation strategies are provided using a transition programming example. The guide includes a list of definitions and uses a question-and-answer format to discuss the rationale for program evaluation, beginning the process, what to evaluate, measurable objectives, types of measurement devices, data analysis techniques, and using evaluation data. Six references and

PUB DATE- 88
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Adult Literacy; *Adults; Dropouts; Educational Assessment; Functional Literacy; *Illiteracy; Minority Groups; Poverty; *Reading Achievement; Unemployment
IDENTIFIERS- National Assessment of Educational Progress; *Pennsylvania (Philadelphia)

A study investigated the nature and extent of adult illiteracy and the characteristics of the less literate populations in Philadelphia. Data were collected through 2,197 telephone interviews and 607 personal interviews. The personal interviews involved use of a modified version of the instrument developed by the National Assessment of Educational Progress (NAEP) for its young adult literacy project. Among the findings were that: (1) probably no more than 12 percent of Philadelphians are functionally illiterate; (2) another 21 percent are performing at a rather low level--below ninth grade functioning; (3) since these poor basic skills belonged to persons in groups that had high unemployment and low levels of income, their lack of literacy skills probably has affected the ability of almost one-third of Philadelphia's citizens to be productive; (4) lower literate persons tend to be older, members of minority groups, high school dropouts, and unemployed, and earn less than $10,000 annually; (5) lower literate persons often have poor opinions of their schooling and themselves as learners, although they have relatively high aspirations for further education; (6) lower literate persons have highly developed coping skills for reducing or circumventing the problem posed by reading and writing tasks; (7) many in this group read newspapers, magazines, and books, although with less frequency and fluency than more literate people; (8) many see little reason to upgrade their literacy skills because of their adaptive abilities; (9) lower literate persons know where to go to seek help with basic skills, but few choose to enroll and stay in the programs. (34 references) (CML)

ED 321 152 CE 055 700

Thomas, David
Implementing PICKUP in LEA Colleges under the Education Reform Act 1988. A Guidance Manual.

PUB DATE- 90
NOTE- 46p.; In: Gerler, Edwin R., Jr., and others. "The Challenge of Counseling in Middle Schools," 1990; see CG 022 569.
CONTRACT- RI88062011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Family Relationship; Intermediate Grades; Junior High Schools; *Middle Schools; *School Counseling; *School Counselors

This second chapter in "The Challenge of Counseling in Middle Schools" presents four articles that deal with family relationships in early adolescence. "Teen-Parent Relationship Enrichment Through Choice Awareness," by Richard Nelson and Marsha Link, describes a process through which counselors may help to enrich relationships between teenagers and their parents. Choice Awareness is discussed, a Choice Awareness workshop process for enriching teenager-parent relationships is described, and outcomes of an experience with the workshop process are reported on a case-by-case basis. "Support Group for Children of Divorce: A Family Life Enrichment Group Model," by Nancy Moore and Margaret Sumner, discusses how social workers from the private, non-profit sector can cooperate with school professionals to serve the concerns of the child whose parents are divorcing. "Substance Abuse and the Family," by John Murphy, views substance abuse as a family disease for which the entire family must receive treatment if the problem is to be treated and reversed. "A Theoretical Rationale for Cross-Cultural Family Counseling," by Miguel Arciniega and Betty Newlon, poses axioms of behavior from Adlerian theory applied to minority families. (NB)

ED 321 164 CG 022 572

The Challenge of Peer Pressure and Drug Abuse in Early Adolescence.
American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 50p.; In: Gerler, Edwin R., Jr., and others. "The Challenge of

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Children; *Aging (Individuals); Annotated Bibliographies; Family Caregivers; Family Role; Grandparents; Humor; *Older Adults; Parent Child Relationship; Place of Residence; Sibling Relationship; Social Support Groups
IDENTIFIERS- Pets

This annotated bibliography was created to identify research-based information to assist social scientists, educators, and leaders in developing public policies and programs that enhance the health and well-being of the elderly in their communities and throughout the nation. It includes a compilation of 10 separate Pathfinders from the United States Department of Agriculture's National Agricultural Library and includes citations in the areas of: (1) adult children; (2) aging parents; (3) family caregiving; (4) family support networks; (5) grandparenting; (6) humor in later life; (7) intergenerational relationships; (8) living arrangements in later life; (9) pets and the elderly; and (10) sibling relationships in adulthood. Also included are lists of sources of additional information, organizations concerned with issues of aging, and reviewers who helped in the selection of materials to be included in the bibliography. (NB)

ED 321 178 CG 022 615

Frazier, Billie H.; Hayes, Kathleen C.
Selected Resources on Aging: An Annotated Bibliography for Consumers. Special Reference Briefs.
National Agricultural Library, **Beltsville, MD.**
REPORT NO.- SRB-90-09
PUB DATE- 90
NOTE- 36p.; For related documents, see CG 022 614-616.
AVAILABLE FROM- Reference Branch, Room 111, National Agricultural Library, Beltsville, MD 20705.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Children; *Aging (Individuals); Annotated Bibliographies; Family Caregivers; Family Role; Grandparents; Humor; *Older Adults; Parent Child Relationship; Place of Residence; Sibling Relationship; Social Support Groups

This annotated bibliography was created to provide consumers with reliable information to help them promote positive health and

Prevention Fund.
PUB DATE- 1 Feb 89
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; At Risk Persons; *Counselor Client Relationship; *Early Parenthood; Females; *Helping Relationship; *Home Visits; Pregnant Students; Program Effectiveness; Program Evaluation; Qualitative Research; Special Needs Students; *Unwed Mothers
IDENTIFIERS- Illinois; Ounce of Prevention Fund

This report describes a qualitative research study of an Ounce of Prevention Fund (OPF) teenage parent home visiting program located in an Illinois county with a population of 125,000. The sample consisted of 28 present and former program participants, most of whom had never been married, ages 15 to 24. Sixty percent had one child; the remainder had from two to four children. Two standard open-ended interviews were used; the first for all participants and the second, an in-depth interview of nine women. The study analyzed and evaluated the relationship between the home visitor and the participants, as well as the various types of services provided, in relation to their effect on the individual's life goals and the program's goals. Research questions addressed: (1) participants' expectations about the services; (2) services actually received; (3) perceptions of the home visitor and their relationship with her; (4) participants' goals in education, employment, and family planning; (5) effect of interaction with the home visitor on these goals; and (6) level of support these young women found in their natural environment. Results indicated that after initial anxiety, most participants came to consider the home visitor a good and helpful friend who provided active listening, teaching, support, and advocacy and referral. (Additional data analyses are discussed, and recommendations are provided for home visitor selection and training, participant assessment and life goal planning, educational and vocational services, peer involvement, and program evaluation. References are included and instrumentation is appended.) (TE)

ED 321 193 CG 022 635

Adams, Lawrence
Delaware's Dropouts 1988-1989.

responsibilities and interests need to be balanced against the rights and needs of the young mothers, family members, and society as a whole; (4) young unwed fathers often need considerable assistance and encouragement to be able to fulfill their parenting responsibilities; (5) increasing job skills and opportunities of young unwed fathers not only benefits their children but society as a whole; and (6) many different sectors of society at national, state, and local levels will need to work together to meet the challenge of encouraging more responsible and involved parenting among unwed fathers. (ABL)

ED 321 207 CG 022 656

Hendrickson, Jo M.; Roth, Jeff
Challenging the High Risk Student--A Model for After-School Involvement of Adolescents.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 27 Mar 90
NOTE- 42p.; Paper presented at the Annual National Dropout Prevention Conference (Nashville, TN, March 27, 1990). Also supported in part by the Boys and Girls Clubs of Alachua County, Gainesville, FL.
GRANT- 90-PD0141
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; At Risk Persons; Community Programs; High Schools; High School Students; Middle Schools; Motivation; *Prevention; Program Effectiveness; Research Needs; *Youth Problems
IDENTIFIERS- Boys Clubs of America; Middle School Students

Adolescents at high risk for not making a successful transition into adulthood may become school dropouts, abuse drugs and other substances, exhibit poor problem-solving skills, and display a wide variety of nonproductive or destructive behaviors. An after-school program, Youth 2000 Visions, was designed to assist local adolescents in addressing and confronting problems they face. Implemented in a medium sized southeastern community and sponsored by a Boys and Girls Club, Youth 2000 Visions represented a collaborative community-based program aimed at bringing low- and high-risk adolescents together to create motivational and educational messages about social issues. Youth Teams worked with local businesses to create and disseminate their messages. Outcome

(3) to have students master stated competencies. Evaluation of these goals was achieved through the administration of pre/post-tests, time logs, and career units. An evaluation of the program indicated that the new career education/exploration program earned the complete acceptance and support of the students, parents, faculty, and business partners. Student satisfaction with the revamped program more than doubled. Private businesses for the first time became active participants in career education. Paraprofessionals were integrated successfully into the career education efforts. In addition, the time counselors spent on career education exceeded the practicum goal of a 50 percent increase, as measured by the time accountability logs. The concept that career guidance is solely the work of school counselors needs to be broadened to include support from faculty, parents, and various segments of the community. (Author/ABL)

ED 321 221 CG 022 671

Keevert, Helen

Developing a Strategy To Educate County Departments of Social Services in the Type of Referrals Needed for a Residential Child Caring Agency.

PUB DATE- Mar 90

NOTE- 37p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adolescents; Child Abuse; Child Neglect; *Children; Marketing; Pamphlets; Program Effectiveness; *Referral; *Residential Programs; *Social Agencies; *Social Services

The focus of a child caring facility had changed from caring exclusively for orphans to serving a broader population of abandoned, abused, and neglected children. Because no effective marketing tool existed within this child caring agency to make agency identification and information readily accessible to county departments of social services (DSSs), an information brochure was created and distributed by mail and personal presentations to county DSSs. The brochure became a permanent part of the agency program. An "agency identification survey" was used as the primary evaluation of the need for a marketing brochure. The survey was completed by social workers in county DSSs within a 75-mile radius teachers. In the study, information gathered during interviews with authors and artists examines why they chose certain stories or illustrations. Interviews with children and teachers indicated elements of the stories, illustrations, and language that they considered relevant. The study concluded that the books achieved a high degree of relevancy. Children are able to find themselves and other familiar persons, events, and settings in the stories, the illustrations, and the language. Results indicated that the books have had a significant impact on reading education in Jamaica. For the first time, all children in grades four-six have their own books which, are given free of charge. Children read not only in their classrooms but also at home. Results indicated that low and middle reading groups are having greater success with reading than they have had with previous books. (Appendixes include book lists by grade level, authors and artists, evaluation of readers, questionnaires, pilot study information, letters and agreement contracts, factors affecting the study, and story analysis for grades four, five, and six. Eighty references are attached.) (MG)

ED 321 235 CS 010 151

Weintraub, Sam, Ed.
Annual Summary of Investigations Relating to Reading, July 1, 1988 to June 30, 1989.
International Reading Association, Newark, Del.
PUB DATE- 90
NOTE- 274p.; For previous year's research, see ED 308 487.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 357, $15.00 member, $23.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Content Analysis; Elementary Secondary Education; Higher Education; Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Research; Reading Tests; *Teacher Education

Summarizing approximately 800 reports of reading research identified between July 1, 1988 and June 30, 1989, this book categorizes the research studies into six major areas, five of which have been further subcategorized, with the majority of studies classified into the physiology and psychology of reading area. The major areas are as follows: (1) summaries of reading

sample of 1,308 elderly persons indicated that readership varies more by demographic and personal factors for those in their 60s than for older groups, and that readership declines among those 80 and over. Gratifications appeared more closely tied to exposure for the "older old" (those over 80), however, suggesting more purposive readership. (Four tables of data are included, and 31 references and an appendix on measures are attached.) (Author/SR)

ED 321 249 CS 010 181

Cousin, Patricia Tefft
Content Area Textbooks: Friends or Foes? ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 3p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (Single copies free with a stamped self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; *Reading Comprehension; Reading Research; Textbook Content; *Textbook Preparation; *Textbook Research; Theory Practice Relationship
IDENTIFIERS- ERIC Digests; Textbook Design; *Text Factors

Research has indicated that current information about reading and the effective teaching of reading has not yet made much impact on content area textbooks. As a result, there is much room for improvement in how textbooks are written. Recent research has yielded a great deal of information about what makes a text more understandable and supportive to the student in learning concepts. Yet research in the area of text adaptation indicates that the process of revision is complex and cannot be addressed with simple solutions. Publishers also need to consider particularly the need

Students with Literature" (R. A. Grusko); "A Marriage of Form and Content: Teaching 'Twelve Angry Men'" (K. Hogarty); "Using Junior High Readers' Poetry Preferences in the Classroom" (K. Kutiper and R. F. Abrahamson); "Deconstructing the Multiple-Choice Test" (T. McKendy); "Cowboys, Cowgirls, and Literary Criticism" (A. Sherrill); "Listening: An Invitation to Literacy" (W. R. Clark); "Action Books as Story Retelling Prompts" (G. Bohning); "Writing Poetry in Response to Literature" (P. B. Turk); "Style from the Inside Out" (P. P. Kelly); "Creating Text: Students Connecting with Literature" (L. Christenbury); "Helping Students Discover Their Private Texts" (L. Perkins); and "An Approach to Critical Writing: Begin with Contradictions" (J. Bean-Thompson). (SR)

ED 321 263 CS 212 413

Valentine, Carole J.
Yes, Margie, I Too Have Evolved.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; Higher Education; Personal Narratives; *Teacher Background; *Teacher Education; Teacher Student Relationship; *Teaching Skills; *Writing Instruction; *Writing Teachers
IDENTIFIERS- *Writing Development

As a student, a woman felt herself to be a "grammatically correct failure at writing." Having flunked high school junior English for failing to turn in a research paper on time, she later failed to learn as an undergraduate how to teach others to write. Though she was to teach a creative writing course for high school juniors and seniors, her career was interrupted by the birth of her son. Returning to the classroom to teach efficient reading to continuing education students, her class was canceled because few students registered. The teacher agreed to serve as writing mentor for the one student who showed up for the class. Working with the student for 13 months, the teacher taught both herself and her student how to write. After 8 years of teaching only reading, the teacher rediscovered the dynamic experience of writing while immersed in writing through the teaching of both journalism and "Writing for the College Bound." Only in looking back upon the experience with the single student did the teacher realize how both student and data collection. These were supported with children's written language productions from the computer printer and field notes from informal teacher interviews. Analysis of the children's writing behaviors with the word processor was based on Piaget's cognitive development theory applied to written language learning. Features of children's written language were classified according to Marie Clay's beginning writing concepts and principles. Children's writing development correlated with findings from studies of young children learning to write with traditional instruments. Features of their writing paralleled many of Clay's concepts and principles of early writing development. Findings supported Clay's research and imply that young children can use the word processor in a creative writing program to promote their developing writing abilities in many ways and in different ways at different stages of their development. (One figure and four tables of data are included, and 100 references are attached.) (Author/SR)

ED 321 277 CS 212 432

Schuurs, Uriel Richard Innocentius
Leren Schrijven voor Lezers (Learning To Write for an Audience).
Twente Univ. of Technology, Enschede (Netherlands).
REPORT NO.- ISBN-90-365-0350-7
PUB DATE- 90
NOTE- 230p.
AVAILABLE FROM- Technical University Twente, P.O. Box 212, 7500 AE Enschede, The Netherlands ($18.00 US).
LANGUAGE- Dutch
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- *Dutch; Foreign Countries; *Grammar; Instructional Effectiveness; Intermediate Grades; Junior High Schools; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- Netherlands; *Writing Development

This book examines ways to improve the writing skills of older elementary school students and junior high school students, with particular emphasis on grammatical errors concerning anaphora, connectors, and information gapping. Chapters 1 and 2 discuss the common syntactic errors which regularly appear in essays written by pupils of 10 to 14 years of age. Chapters 3 and 4 examine the modes of instruction developed to help resolve the above-mentioned problems. Chapter 5 assesses which of the possible curricula is the

ED 321 292 CS 212 451

Johannessen, Larry R.; Kahn, Elizabeth A.
Thinking and Writing across the Curriculum.
PUB DATE- 28 Aug 90
NOTE- 50p.; Paper presented at a Teachers' Institute (Summit, IL, August 28, 1990). Some pages in the appendix may not reproduce clearly due to broken print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Generalization; Learning Activities; Logical Thinking; *Persuasive Discourse; Secondary Education; Skill Development; *Thinking Skills; *Writing Across the Curriculum
IDENTIFIERS- *Thinking across the Curriculum

This paper describes some methods found to be successful in helping students learn two major thinking strategies: making and supporting generalizations, and argumentation. The paper includes sample materials involving a variety of different subject areas to provide ideas about activities that work with students at a variety of ability and grade levels. In two main sections, the paper presents activities to develop the ability to make and support generalizations, and activities to promote argumentation skills. The paper maintains that such activities will enable students to learn these important thinking strategies, particularly if the activities are interesting; engage students in using the target strategies; provide repeated practice of the strategies in a variety of situations that are sequenced with more structure at the beginning and move to student independence at the end; and require students to contend with the immediate demands of a real audience in small group and whole class discussions. (Thirty-seven references are attached, and appendixes contain 20 pages of student activity sheets.) (SR)

ED 321 293 CS 212 452

Gottlieb, Stephen S.

willingness to tolerate some onerous infringements on free expression. In the late 19th and early 20th centuries, 25 states passed "sedition" or "criminal syndicalism" laws, which criminalized anti-government expression. Local ordinances designed to protect public health and safety were also employed in the suppression of speech. Not until the 1925 case of Gitlow v. New York was the First Amendment applied to the states via the Fourteenth Amendment. During this period, state courts also resisted free speech challenges to the sedition laws, as state constitutions offered even less protection for speech than did the First Amendment. Judicial participation in speech suppression challenges the traditional view of the Supreme Court as protector of rights. Today, the First Amendment must be construed in light of present conditions. While the past cannot be ignored, there is a difference between mindless adherence to the ways of the past and appreciation for continuity, stability, and tradition. (Sixty-one footnotes are included.) (SG)

ED 321 308 CS 507 190

Herbeck, Dale A.; Katsulas, John P.

Competing Conceptions of the Law: Public Arguments Regarding Nominees to the United States Supreme Court.

PUB DATE- Nov 89

NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Constitutional Law; *Court Judges; *Court Litigation; Government Role; *Political Attitudes; Political Issues; Presidents of the United States; *Public Policy

IDENTIFIERS- *Judicial Attitudes; Reagan Administration; Senate; *Supreme Court

Senate confirmation hearings on President Reagan's nominees for the U. S. Supreme Court raise questions about what these nominations tell about law. The controversy that surrounded the confirmation of the Reagan nominees was a direct result of two competing conceptions of law: legal formalism and legal realism. Legal formalism views law as a science based on "universal" legal principles, binding courts to precedent and the decisions of higher

ED 321 321 CS 507 212

Sullivan, David B.; Dobkin, Bethami A.
Rescuing Reality: Viewer interpretation of Television Recreations.
PUB DATE- 21 Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Mass Media Role; *News Media; *News Reporting; *Programing (Broadcast); Television Research; *Television Viewing; Undergraduate Students
IDENTIFIERS- Focus Group Assessment; Perceived Reality; *Television Criticism; *Television News

While contemporary communication perspectives often make a distinction between reality and the televised presentation of reality, viewers may find this distinction difficult to maintain. Television is imbued with perceived objectivity. The use of recreations in popular television programming requires a reconceptualization of how viewers perceive reality. Televised recreations potentially challenge credibility as they provide a point at which the believability of the narrative could be open to question. To study the effects of recreations on credibility, groups of 12 and 17 students (all were white) in an undergraduate communication class at a small northwestern university were asked to view a 12-minute portion of the reality-based television program "Rescue 911." Some students noted frustration in trying to distinguish actual events and recreated segments. Most enjoyed the perceived realism of the program, which seemed to contribute to acceptance of the story's social themes (for example, that a black man was portrayed as a criminal and that law enforcement reflected a racist discourse.) The disparity between fact and fiction in dramatic recreations may influence believability without undermining authenticity. Lacking recourse to experiences which discredit dramatic recreations, audiences will continue to rely on television as a source of information about other social groups. (SG)

ED 321 322 CS 507 217

Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Audience Awareness; *Communication Skills; *Debate; Debate Format; Elementary Education; Intergenerational Programs; Middle Schools; Program Descriptions; Verbal Communication
IDENTIFIERS- Debate Strategies; ERIC Digests; Florida

Debate is an activity which can help young children learn to be part of a team without experiencing the intense competition that is present in athletics. For children, a focus on developing communication skills rather than on competition in debate can help foster attitudes of open-mindedness, fairness, and tolerance for the viewpoints of others. Examples of successful programs aimed at young children include: (1) "Kidspeak," an after-school program for grades three through six designed to teach oral communication skills; (2) a Florida State Department of Education program for middle school students; and (3) a cross-generational debate program emphasizing communication skills developed as a 4-H project. (RS)

ED 321 335 CS 507 267

Measell, James S.
Teaching the Introductory Public Relations Course: A Communication Perspective.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-20-9
PUB DATE- 90
NOTE- 88p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($8.95 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Assignments; *Communication (Thought Transfer); Communication Problems; Course Descriptions; Higher Education; *Public Relations; Teaching Guides; Teaching Methods

Pankake, Anita M.; Burnett, I. Emett, Jr.
The Effective Elementary School Principal.
REPORT NO.- ISBN-0-88280-094-9
PUB DATE- 90
NOTE- 121p.
AVAILABLE FROM- ETC Publications, P.O. Box ETC, 700 E. Vereda Sur, Palm Springs, CA 92263-1608 ($19.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Effectiveness; *Efficiency; Elementary Education; *Excellence in Education; *Instructional Leadership; *Principals; School Based Management; *School Effectiveness
IDENTIFIERS- *Empowerment

Aimed at both practicing administrators and university education professors, this book discriminates among certain "E-words" ("effective," "efficient," "excellent," and "empowerment") in the educational reform lexicon. According to the introductory chapter, levels of effectiveness, efficiency, and excellence operate as interrelated factors within the school's social system. The truly effective elementary principal factors both efficiency and effectiveness into identifying, prioritizing, and measuring a school's accomplishments. The second chapter presents a tri-dimensional view of effective school site decision-making dependent on the school's instructional, political, and economic microsystems. The principal's job is to balance the legitimate demands of these microsystems. Chapter 3 summarizes research on effective schools, principals, and school districts. Chapter 4 examines perspectives on the principal's instructional leadership role and advances a holistic approach to instructional leadership. Chapter 5 outlines a three-step process for improving administrative effectiveness: (1) identifying educational outcomes; (2) identifying ways to measure outcomes; and (3) monitoring processes used to accomplish the identified outcomes. Chapter 6 discusses empowerment for effectiveness, and the final chapter provides mnemonic devices for pursuing effectiveness. Each chapter contains numerous references. (MLH)

ED 321 350 EA 021 942

Union Involvement in Knowledge/Skill Development, Data-Search Number

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Decentralization; Elementary Secondary Education; *Participative Decision Making; *School Based Management; Teacher Morale; *Teacher Participation; Teacher Responsibility
IDENTIFIERS- California

Klein's conceptual framework of curriculum decision making is applied to the site-based decision making process in a suburban California school district. The model is composed of two interacting dimensions: participants at different levels and curriculum elements. Three levels of decision making--formal, institutional, and instructional--are examined in conjunction with curriculum elements. The triangularized methodology includes observation, document analysis, and interviews with seven administrators and seven teachers. Findings indicate that the context of curriculum decision making is dominated by the state curriculum framework at all three participatory levels. The dominance and acceptance of the state's role and district reinforcement tended to preclude teacher empowerment. Teachers cited lack of time as the major barrier to effective decision making. They generally had limited control over most of the nine curriculum elements, but expressed satisfaction with their roles. A final recommendation is that faculty at the instructional level must have the necessary skills and resources to implement change in curriculum design and development. Figures illustrate the hierarchy of the decision making process and of goals and objectives, and Klein's framework of decision making. (21 references) (LMI)

ED 321 365 EA 021 983

Slack, P. J. Ford
Power of the Mind's Eye.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Printed on pastel yellow paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; Cultural Context; Cultural Influences; Educational History; Elementary Secondary Education;

ED 321 380 EA 022 014

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1988 to June 30, 1989.
New Jersey State Dept. of Education, Trenton.
REPORT NO.- PTM-1000.20
PUB DATE- Feb 90
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Crime; Crime Prevention; Crisis Intervention; Elementary Secondary Education; *Illegal Drug Use; Outreach Programs; School Statistics; *School Vandalism; Substance Abuse; *Violence

Incident reports of violence, vandalism, and substance abuse prepared by local school districts for the 1988-1989 school year are summarized and compared with reports from previous years (1984-1988). The data are based on summarized information received in county offices of education from school districts. The data collected for this report are based on aggregates and therefore do not identify causes or situational specifics of the reported acts. Findings indicate that the most frequently reported incidents, in decreasing order of occurrence, are vandalism; violence, and substance abuse. A section on the Department of Education's response reviews prevention and intervention programs and publications. Recommendations call for increased cooperation and communication among schools, the community, and agencies; provision of cocurricular activities for students; and development of discipline policies and prevention plans at the district level. Appendices include public school safety legislation, report forms and instructions, definitions, a directory of regional curriculum service units, a list of departmental publications, and a list of state board resolutions. Tables present information on annual trends, the cost of vandalism, and a list of district disciplinary actions. (LMI)

ED 321 381 EA 022 019

of their roles and administrators' roles; administrators' perceptions of their roles and teachers' roles; and the formulation of processes to create the ideal evaluation program. Discussions conclude that teachers must play a greater role in the teacher evaluation process. Effective implementation of an ideal program must be based on the formation of cooperative partnerships between teachers and administrators. Five district proposals for workable teacher evaluation programs that enhance professional growth are included. (LMI)

ED 321 396　　　　　　　　EA 022 052

Haley, Paul W., Ed.; McDonald, Richard D., Ed.
An Administrative Shortage Real or Perceived? A View from the Inside: A Monograph. A Roundtable/Survey Report.
Capital Area School Development Association, Albany, NY. Leadership in Educational Administration Development Center.
PUB DATE- Nov 88
NOTE- 21p.
AVAILABLE FROM- CASDA-LEAD Center, Husted 211, School of Education, The University of Albany, State University of New York, 135 Western Avenue, Albany, NY 12222 ($8.00 per copy--including postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Administrators; Elementary Secondary Education; Employment Opportunities; Employment Patterns; Employment Projections; Labor Economics; *Labor Market; Labor Needs; Managerial Occupations; *Supply and Demand
IDENTIFIERS- *New York

The summary of a round-table discussion and survey to determine the reality of administrator shortage in the school districts is the purpose of this report. Thirty-eight out of 45 mailed questionnaires to 41 district superintendents and 4 search consultants were completed. Findings of the round-table discussion and survey suggest that trends in teacher employment affect the administrative employment market. The number of well qualified administrative candidates for all administrative positions has decreased in recent years. The findings call into question such concerns as candidate preparation, attractiveness and salary of administrative positions, and professional work environment. However, these issues cannot be addressed without further study. A

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Learning; Behavioral Objectives; *Extension Agents; *Extension Education; *Inservice Education; Instructional Materials; Learning Modules; *Program Development; Program Evaluation; *Program Implementation; Teaching Guides; Workshops
IDENTIFIERS- *Cooperative Extension Service

This module is the second in an inservice education series for extension professionals that consists of seven independent training modules. It is an introduction to, and guided practice in, the premises, concepts, and processes of nonformal extension education--planning, designing and implementing, and evaluating and accounting for extension education programs. The six units of the 24-hour workshop are on the following subjects: planning--the organization and its renewal process; planning--linking the institution with its publics; designing the planned program; implementing the planned program; program evaluation; and accountability. The module consists of five major parts. The sourcebook includes the conceptual content, overall purposes and objectives, a selected annotated bibliography (99 items), and a list of 46 references. The leader's guide provides instructions on preparing for and conducting the units and suggestions for creating a learning environment that models adult education principles. The case study is representative of a realistic county setting and provides a common data source for use with many of the workshop activities. The learner's packet includes materials to be used during the workshop. The last section lists instructional aids--videotapes, slide sets with audiotapes, and a computer disk--and provides a reprint of an article on objectives and masters for producing overhead transparencies. (YLB)

ED 321 014 CE 052 297

Cary, Lee J.; Timmons, Jack D.
Working with Our Publics. In-Service Education for Cooperative Extension. Module 3. Developing Leadership.
North Carolina State Agricultural Extension Service, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 88
NOTE- 225p.; For related modules, see CE 052 295-301.

ED 321 028 CE 055 041

Assessment and Adult Basic Education: The Iowa Model.
Iowa State Dept. of Education, Des Moines. Div. of Community Colleges.
PUB DATE- Apr 90
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Community Programs; *Evaluation Methods; Program Effectiveness; Program Evaluation; Program Improvement; *Standardized Tests; State Programs; Statewide Planning; *Student Evaluation; *Test Use
IDENTIFIERS- *General Educational Development Tests; *Iowa

The Iowa Adult Basic Education Assessment Study was conducted to document the qualities of excellence, accountability, and purpose that are present in Iowa's adult basic education (ABE) program. A six-step documentation procedure included creation of an ABE task force; submission of written assessment reports from ABE coordinators; development, dissemination, and reporting of major assessment outcomes cross-referenced by major target populations and practices; identification of major assessment procedures, practices, and outcomes prevalent across major population categories; recommendation of additional assessment procedures or practices; and development of a mode that can be replicated for nationwide use. The study found that: (1) all ABE programs use comprehensive assessment procedures and practices; (2) six major target populations are served by the ABE program; (3) assessment procedures and practices include testing, student goal-setting performance measures, and other performance measures; and (4) Iowa's ABE program is meeting the needs of the adult clientele as documented by Iowa's ABE target population studies and Iowa's General Educational Development (GED) norming study. The study recommended that one of two standardized tests be adopted by every ABE program for pre-post program assessment of beginning and intermediate mainstream ABE students; that pre-GED tests should continue to be administered to all GED students; and that other assessment practices besides standardized testing should continue to be an integral part of Iowa's ABE program assessment strategies. (20 references) (Author/KC)

NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cultural Awareness; Cultural Background; *Cultural Context; Cultural Differences; *Developing Nations; Economic Development; Educational Needs; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Foreign Countries; *Literacy Education; Program Development
IDENTIFIERS- England; India; International Literacy Year 1990; Iran

A number of counter-assumptions can be posited to challenge the usual basic assumptions of the professional literacy establishment. These counter-assumptions include the following: (1) literacy is not just a technical skill neutral across all cultures; (2) culture refers to basic questions about truth and knowledge and varies from one society to another; (3) most people in the contemporary world have some acquaintance with literacy--there is a continuum of literacy rather than a dichotomy between the literate and the illiterate; (4) the recipients of literacy campaigns are not blank slates--they have knowledge and opinions; (5) the cultural context of literacy campaigns should be assessed according to a society's views of what is knowledge and not be imposed from outside; and (6) literacy campaigns always involve power relations that need to be considered if they are to be successful. Implications of these counter-assumptions can be examined in recent accounts of literacy in early modern England. Some examples of culture contact and literacy can also be seen in Iran and India. Contradicting traditional autonomous models of literacy, recent research finds that the association of literacy with social mobility and economic progress is not borne out. Literacy and orality are no longer considered separate, but a mix of skills. Such new thinking about literacy campaigns can be applied to those of the 1990s. (RC)

establishment of formal schooling than to the history of social development; (2) schools are not well equipped to teach basic skills because only children whose families provide the support and tuition they do not obtain in school can hope to progress at a normal rate, and remedial education is the kind of instruction most frequently hit by cuts in spending; (3) illiteracy does not cause poverty but illiteracy is highest among school leavers, minority groups, the long-term unemployed, and severely disadvantaged populations; (4) many illiterate people are not inarticulate or helpless, particularly those who ask for help in learning to read; (5) firm statistics on the extent of illiteracy are hard to come by and misrepresentation of the situation is often a prerequisite for meagre financial support; and (6) illiteracy is not an individual problem but a global problem with social, political, and economic dimensions. Attempts to justify education in economic or other terms can and will be countered with projections of the kinds of jobs that will be available in the 21st century for which high levels of literacy will not be necessary. However, the argument is irrefutable that self-sustaining literacy and numeracy are basic human rights that all industrialized countries can afford. (CML)

ED 321 053 CE 055 150

Rivero, Jose
Latin America and the Caribbean: A Major Project for Literacy. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Failure; Adult Education; Basic Skills; Elementary Secondary Education; Females; Foreign Countries; Government School Relationship; *Illiteracy; *Literacy Education; *National Programs; Program Implementation; Rural Areas; Rural Education; Womens Education
IDENTIFIERS- *Caribbean; International Literacy Year 1990; *Latin America; Oral Tradition

The overall illiteracy rate has been in sharp decline in Latin learn to read Braille, they need to be provided with reading materials. Virtually all industrialized countries now have computerized Braille reproduction systems. Illiteracy among blind persons is avoidable. (CML)

ED 321 066 CE 055 163

Ezeomah, Chimah
Educating Nomads for Self-Actualization and Development. Literacy Lessons.
International Bureau of Education, Geneva (Switzerland).
PUB DATE- 90
NOTE- 17p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Basic Skills; Comparative Education; *Developing Nations; Educational History; *Educationally Disadvantaged; Educational Policy; Foreign Countries; Literacy Education; *Migrant Children; Migrant Education; *Minority Groups; *Nomads; Numbers; Self Actualization; Transient Children; Tribes
IDENTIFIERS- International Literacy Year 1990

Nomadism is a worldwide phenomenon and its practitioners fall into three categories: (1) hunter/food gatherers, such as the Hadzabe in the United Republic of Tanzania; (2) itinerant workers, including the gypsies in North America; and (3) pastoralists, such as the Masai and Shuaw Arabs in Africa, the Sami in Finland, Norway, and Sweden, and the Inuits in Canada. These nomadic groups constitute a sizable portion of the world population. For instance, according to the United Nations, the 1977 population of pastoralists was estimated at 36.6 million. Nomads are viable people and a valuable national resource. On the other hand, they are the most severely disadvantaged groups in the acquisition of educational and welfare services because of their constant migration and dispersion. Nomad children are taught by their parents, older relations, and peer groups how to survive and earn a living. However, unless action is taken to arrest the cycle of educational deprivation regarding literacy and numeracy, the gap will become increasingly great in their society as the general standard of education rises in this current age of science and technology. Some countries (such as

ED 321 079 CE 055 194

Baldus, Lorayne; And Others
Building Linkages/Building Fairness. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 89
NOTE- 41p.; For related documents, see CE 055 192-193 and CE 055 196-199.
GRANT- 30-101-150-159
AVAILABLE FROM- Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment Patterns; Equal Education; Equal Opportunities (Jobs); Inservice Teacher Education; Needs Assessment; *Nontraditional Occupations; Personnel Integration; Postsecondary Education; *Role Models; *Sex Fairness; *Social Support Groups; *Teacher Effectiveness; Vocational Education; *Vocational Education Teachers; Work Attitudes
IDENTIFIERS- *Wisconsin

A program sought to: (1) identify and assess the needs of Wisconsin vocational personnel teaching within fields nontraditional for their sex; (2) conduct a workshop for nontraditional staff; and (3) develop and disseminate a database of resource persons and a handbook identifying those working in occupations nontraditional for their sex. The teachers were identified by instructional service directors of the state's 16 vocational, technical, and adult education colleges. These teachers were asked to complete a needs assessment questionnaire if they considered their teaching area to be nontraditional. Nineteen women and nine men responded. A seminar was held to address these areas as identified by the teachers: (1) functioning within an organization; (2) enhancing the nontraditional teachers' effectiveness; (3) dealing with bias and stereotyping; and (4) using networks and support groups. Workers in nontraditional occupations were identified by contacting graduates of vocational programs within the state, professional groups, and trade associations. The project identified 234 persons who agreed to have their names published in a directory. (Support materials in the document include letters to respondents, a seminar registration form, a seminar agenda, and seminar evaluation forms.) (CML)

activities about LD, and their desire for additional staff development and support services. Respondents included 205 teachers, 64 program directors, and 37 counselors. Many of the respondents defined LD in a manner consistent with federal legislation. Others defined LD as any unexplained learning problem. Attitudes toward LD students were generally positive, but there was less agreement on the extent to which programs should accommodate such students. Knowledge about characteristics of LD students was greater than knowledge of their legal protection from discriminatory educational practices. Teachers wanted more information on where to refer students for assessment, and counselors wanted to know where to refer students for help. Relevant inservice training, assessment of students, and LD specialists were available to fewer than one-third of the respondents. More than two-thirds of the respondents wanted inservice training on characteristics of LD students and appropriate teaching methods, and more than half desired more LD assessment, consultation with LD specialists, and appropriate teaching materials. (The document contains a model for a multilevel service delivery plan, a copy of the questionnaire, and respondent comments.) (CML)

ED 321 092 CE 055 234

Partners in Progress. A Report by the Task Force on 2+2 Tech-Prep Curriculum for Hamilton and Clermont Counties.

Ohio State Univ., Columbus. Center on Education and Training for Employment.

PUB DATE- Jun 90
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); Cooperative Planning; Cooperative Programs; *Curriculum Development; *Educational Cooperation; Institutional Cooperation; Postsecondary Education; Program Implementation; *Regional Cooperation; School Community Relationship; Secondary Education; Shared Resources and Services; *Technical Education
IDENTIFIERS- Job Training Partnership Act 1982; *Ohio (Clermont County); *Ohio (Hamilton County)

This document describes the partnerships to be forged among regional schools, colleges, and Job Training Partnership Act (JTPA)

*Child Labor; Civil Rights; Cooperative Education; *Education Work Relationship; *Employer Employee Relationship; Experiential Learning; Federal Legislation; Minimum Wage Legislation; On the Job Training; Secondary Education; Special Needs Students; State Legislation; Unemployment Insurance; Vocational Education; Workers Compensation; *Work Experience Programs; Work Study Programs
IDENTIFIERS- *Maine

This guide to Maine and United States child labor laws and their relevance to school work experiences for youths aged 14 to 18 is intended to provide teachers, guidance counselors, job developers, and job coordinators with basic information on the standards and major provisions of the laws. Chapter 1 tells why the guide was developed; recommends 11 resources; gives an overview of applicable laws, including those regarding child labor, hazardous occupations, minimum wages, worker's compensation, unemployment insurance, civil rights, accessibility standards, section 504 of the Rehabilitation Act, and miscellaneous rules and regulations; and discusses educators' roles and responsibilities. Chapter 2 addresses the relationship of jurisdiction and school-to-work programs, including the employment relationship, which is the key to determining whether programs come under federal or state jurisdiction; school-to-work programs that do not involve the employer-employee relationship, such as those in which students are trainees or volunteers or shadow a person at work; and programs in which there is an employee-employer relationship, such as alternative education, apprenticeship, internship, on-the-job training, vocational cooperative education, work experience, work release, and work-study programs. Chapter 3 covers the laws' requirements regarding age, occupations, hours, and wages for 14- and 15-year-olds. Chapter 4 does the same for 16- and 17-year-olds. Chapter 5 covers the laws' relationship to 18-year-olds. The document concludes with the addresses and phone numbers for relevant Maine and federal offices. (CML)

ED 321 106 CE 055 303

Hamilton, Stephen F.
Linking School Learning with Learning on the Job.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Bazemore, S. Gordon
The Restitution Experience in Youth Employment. A Monograph and
Training Guide to Jobs Components. Restitution Education,
Specialized Training and Technical Assistance Program.
Pacific Inst. for Research and Evaluation, Walnut Creek, CA.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention
(Dept. of Justice), Washington, D.C.
REPORT NO.- NCJ115404
PUB DATE- Sep 89
NOTE- 49p.; For a related document, see CE 055 325.
GRANT- 88-JJ-CX-K001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Accountability; Adolescents; Crime; Criminal Law;
*Delinquent Rehabilitation; *Juvenile Courts; *Juvenile Justice;
*Models; Program Implementation; Punishment; Sentencing; Victims of
Crime; *Work Experience Programs; Youth Employment; Youth Problems
IDENTIFIERS- *Restitution

This document is a model curriculum for the development of employment components for juvenile restitution programs. It provides a practical discussion of the experiences of five restitution projects around the country, lists their job components, and presents an overview of the common features of successful employment components. A step-by-step implementation guide outlines easy, onsite technical assistance for a 2-day participation-oriented training session for professionals. The guide is written to encourage trainees to develop an implementation plan while remaining mindful of possible pitfalls in selling the idea to the community, the government, and private businesses. It provides a mixture of strategies so that a plan can be developed that best suits a jurisdiction's potential resources and the needs of the community while holding juvenile offenders accountable to victims in a therapeutic way. Attachment A provides a questionnaire for practice and resource assessment. A listing of 23 selected readings in youth employment is provided. (CML)

examples of evaluation materials are included. (KC)

ED 321 136 CE 055 364

Identification of the Disadvantaged. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 86
NOTE- 7p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Compliance (Legal); *Disadvantaged Youth; *Educational Diagnosis; Educational Resources; Evaluation Methods; Federal Legislation; Federal State Relationship; *Limited English Speaking; *Program Development; Secondary Education; Special Needs Students; Student Evaluation; *Vocational Education
IDENTIFIERS- *Missouri

This module provides information on identification and characteristics of disadvantaged students and the requirements of the Carl D. Perkins Vocational Education Act. The guide includes a list of definitions and uses a question-and-answer format to define disadvantaged students (academically and economically disadvantaged, limited English proficient), provide guidelines for identification, list types of assessment instruments, and discuss use of individual vocational education plans. Nine references are included. (KC)

ED 321 137 CE 055 365

Infusion of Career Education into Elementary and Secondary School. Missouri LINC Module.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 87

Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-185-3
PUB DATE- 90
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Vocational Education; *Continuing Education; Cooperative Programs; *Curriculum Development; *Educational Resources; Equipment; Foreign Countries; Marketing; Postsecondary Education; Professional Development; *Staff Development; *Trainers
IDENTIFIERS- Education Reform Act 1988 (England)

This manual on the provision of Professional, Industrial, and Commercial Updating (PICKUP) programming by colleges in England, Scotland, and Wales consists of a summary of recommendations, an introduction, 8 sections, and 11 appendices. Section 1 discusses planning; the requirements of the 1988 Education Reform Act; provision of programming; PICKUP policy; and monitoring and evaluation, including performance indicators. Section 2 identifies the responsibilities of the Local Education Authority, the college, staff, and college companies. Section 3 discusses finance. Costing and pricing are discussed in Section 4. Section 5 discusses staffing and staff development. Section 6 deals with other resources, such as equipment services, and revenue spending. Section 7 identifies the conditions of service, and section 8 presents conclusions. Appendix A lists 37 references. Appendix B lists 12 PICKUP regional development agents. Appendix C identifies members of the PICKUP regional staff development network. Appendix D summarizes the 1988 Education Reform Act. Appendix E charts the manager's role. Appendix F discusses grants. Appendix G describes the Marketing Network. Appendix H lists the types of educational provision for adults. Appendix I describes the curriculum development process. Appendix J provides a checklist of job tasks and skills for use in training PICKUP support staff. Appendix K provides a model for planning and financial delegation for further education. (CML)

Counseling in Middle Schools," 1990; see CG 022 569.
CONTRACT- RI88062011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - General (140)
DESCRIPTORS- *Adolescents; *Drug Abuse; Intermediate Grades; Junior High Schools; *Middle Schools; *Peer Influence; *School Counseling; *School Counselors

This third chapter in "The Challenge of Counseling in Middle Schools" contains four articles on peer pressure and drug abuse in early adolescence. "Initiation of Alcohol and Drug Abuse in the Midel School Years," by Robert Hubbard, Rebecca Brownlee, and Ron Anderson, presents a study designed to provide a prospective assessment of the nature and extent of alcohol and drug abuse among middle school youths. "A Counseling Approach to Alcohol Education in Middle Schools," by Emily Garfield Ostrower, describes a curriculum and program, specifically for middle school students, to focus on alcohol and the personal problems associated with alcoholism. "Preventing Adolescent Drug Abuse," by Lindy LeCoq and Dave Capuzzi, describes an eight-session model for a group counseling program within the school setting for preventing drug abuse. "Drug Information: The Facts About Drugs and Where to Go for Help," by Edwin Gerler, Jr. and Stephen Moorhead, presents facts about drugs, their effects, and evidence of abuse. Included are discussions of alcohol, cannabis, stimulants, inhalants, cocaine, psychedelics, depressants, narcotics, and designer drugs. Sources of additional drug information are provided. (NB)

ED 321 165 CG 022 573

The Challenge of Stress and Suicide in Early Adolescence.
American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 43p.; In: Gerler, Edwin R., Jr., and others. "The Challenge of Counseling in Middle Schools," 1990; see CG 022 569.
CONTRACT- RI88062011
LANGUAGE- English

well-being of the elderly in their families, communities, and throughout the nation. It is also hoped that the resources in this bibliography can help make a positive impact on consumers' own aging process and transition into the later years. The bibliography includes a compilation of eight separate Pathfinders from the United States Department of Agriculture's National Agricultural Library and includes citations in the areas of: (1) adult children; (2) aging parents; (3) family caregiving; (4) family support networks; (5) grandparenting; (6) intergenerational relationships; (7) living arrangements in later life; and (8) sibling relationships in adulthood. Also included are lists of sources of additional information, organizations concerned with issues of aging, and reviewers who helped in the selection of materials to be included in the bibliography. (NB)

ED 321 179 CG 022 616

Frazier, Billie H.; And Others
Selected Resources on Dementia and Alzheimer's Disease: An Annotated Bibliography for Educators and Consumers. Special Reference Briefs.
National Agricultural Library, Beltsville, MD.
REPORT NO.- SRB-90-10
PUB DATE- 90
NOTE- 25p.; For related documents, see CG 022 615-616.
AVAILABLE FROM- Reference Branch, Room 111, National Agricultural Library, Beltsville, MD 20705.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); *Alzheimers Disease; Annotated Bibliographies; *Mental Disorders; *Older Adults

This annotated bibliography provides information on Alzheimer's disease and other forms of dementia in older adults. Written for both educators and consumers, citations especially appropriate for family caregivers, friends, neighbors, and other family members are identified with an asterisk (*). A brief introduction discusses the incidence of Alzheimer's disease in this country and recognizes the needs of caregivers. Citations in the bibliography are organized under the categories of: (1) books; (2) brochures; (3) journals on Alzheimer's disease; (4) special editions on dementia; and (5) videos. Also included are lists of sources of additional information and organizations concerned with issues of aging, as well as the name and address of the reviewer who helped in the selection of materials to be included in the bibliography. (NB)

Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Nov 89
NOTE- 16p.
AVAILABLE FROM- Microfiche available from Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Dropout Characteristics; *Dropouts; High Schools; *High School Students; *Incidence; Trend Analysis
IDENTIFIERS- *Delaware

This report summarizes information on dropouts in Delaware for the school year 1988-1989. It indicates that 2,034 students in grades 9 through 12 dropped out of school, representing an annual dropout rate of 7.3%. Statistics from past years are included to chart trends and it is shown that the annual dropout rate has remained relatively steady over the past 3 years, with a slight downward trend during the last decade. A section on methodology discusses measurement and reporting of dropout information. The report presents a breakdown of the state's dropouts by grade and district and includes countywide patterns in dropouts. A table grouping dropout data by age and grade simultaneously shows that most dropouts left school at ages 16 and 17 and most were overage for grade placement. Examination of the state's dropouts by race shows that the annual dropout rate for Blacks was 1.7 times the rate for whites and the rate for Hispanics was 2.3 times the rate for Whites. Reasons for dropping out are classified into three broad categories: school, economic, and personal. A section on the academic performance of dropouts presents data which suggest that significant numbers of dropouts are capable of satisfactory levels of academic achievement. The report concludes by emphasizing Delaware's commitment to understand and deal with the conditions that lead to dropping out of school. (NB)

ED 321 194 CG 022 638

Gladding, Samuel T.
Uses of Metaphors & Imagery in Counseling. Instructor's Manual.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English

data on a pilot program involving 48 middle/high school students suggest that the Youth Team approach may be a fruitful addition to traditional community-based programs. Youth 2000 Visions represents a pilot program and, as such, calls for additional research to document program effectiveness and the relative importance of various program components. Nonetheless, the Youth Team concept appears to hold promise as a context for high- and low-risk adolescents to positively affect their own lives and the lives of their peers. (Author/ABL)

ED 321 208 CG 022 657

Landes, David
Major Health Issues for States: 1987.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.
REPORT NO.- ISBN-1-55516-676-8
PUB DATE- Feb 87
NOTE- 26p.
GRANT- 500-86-0010
AVAILABLE FROM- National Conference of State Legislatures, Book Order Department, 1050 Seventeenth Street, Suite 2100, Denver, CO 80265
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Alzheimers Disease; Certification; Economically Disadvantaged; *Health Care Costs; Health Insurance; *Health Needs; Hospitals; *Long Term Care; *Medical Services; *Public Policy; State Surveys
IDENTIFIERS- Certificate of Need; Medicaid; Organ Transplants

Health care will continue to occupy a prominent place in state legislative deliberations, as indicated by the National Conference of State Legislatures' 1987 State Issues Survey. The survey addressed state actions in these health issue areas: (1) health care for the medically indigent; (2) medical malpractice; (3) certificate of need and health planning; (4) long-term care and Alzheimer's disease; (5) Medicaid and medical assistance programs; (6) professional licensure; (7) organ transplantation and donation; (8) Acquired Immune Deficiency Syndrome; (9) health insurance; (10) state employee health plans; and (11) hospitals. The survey form was sent to legislators in all 50 states with 39 states responding. For each of the 11 issues, respondents were given a number of possible actions state legislatures might consider. They were also asked to describe additional actions not included in the list. (Results are discussed for each of the 11 topics. Tables with responses from each state are provided for each topic.) (ABL) of the agency. A "daily log" was then kept to document the number of child placement requests made by county DSSs and the names of counties represented by the requests. The most important post-survey improvement came in the area of increased county knowledge of the agency. The results justified the creation of the agency brochure. Appendixes include a sample survey and a sample "daily log." (Author/ABL)

ED 321 222 CG 022 672

Zambrano, Elias, Comp.
Human Rights Resource Catalogue.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 5 Mar 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Civil Liberties; Elementary School Students; Elementary Secondary Education; School Counseling; School Counselors; Secondary School Students

This document provides information about 25 programs/brochures which focus on human rights topics. Specific topics include: (1) counselor preparation; (2) multicultural awareness; (3) abuse and neglect; (4) Acquired Immune Deficiency Syndrome; (5) self-awareness; (6) human rights awareness and human rights of students; (7) cultural diversity; (8) parent/adolescent mediation; (9) corporal punishment in public schools; (10) refusal skills; (11) dropout prevention; (12) new immigrants; (13) substance abuse; (14) teenage pregnancy; (15) delinquency; (16) elimination/reduction of stereotyping or discrimination; and (17) single parenting. Intended audiences include community, counselors, counselor educators, students, parents, prospective counselors, public officials, school personnel, staff, and teachers. Programs are indexed according to program areas and intended audience. Each entry lists the school counseling association; a submitter name, address, and phone number; program name; audience; description of program; funding source; contact name, address, and phone; and consultation/training person name, address, and phone. (ABL) research (a listing of other general bibliographies of reading research); (2) teacher preparation and practice; (3) sociology of reading (the largest subcategory here is concerned with the content analysis of printed materials); (4) physiology and psychology of reading (large subdivisions are comprehension research and factors related to reading disability); (5) the teaching of reading; and (6) reading of atypical learners. A list of journals monitored for the summary and an author index conclude the book. (SR)

ED 321 236 CS 010 152

Applebee, Arthur N.; And Others
Policy and Practice in the Teaching of Literacy: Explorations of the NAEP Database. Final Report.
State Univ. of New York, Albany.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 93p.
GRANT- G008710015
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Databases; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; *Literacy; *Reading Instruction; Regression (Statistics); Teacher Attitudes; *Writing Instruction
IDENTIFIERS- National Assessment of Educational Progress

A study used data gathered by the National Assessment of Educational Progress (NAEP) to address three issues: (1) What do the school and teacher reports reveal about current patterns of instruction? (2) How well do these results agree with earlier findings based solely on student reports? and (3) what relationships exist between student outcomes on the one hand and instructional practices (at school and classroom levels) on the other, after allowing for the effects of important related factors such as socioeconomic status? Findings suggest that in both reading and writing instruction, teachers seem to have effected a compromise between educational practices that are treated in the pedagogical literature as incompatible. Findings also show that the overall portrait of instruction that emerges from the analyses of teacher report data is very similar to that that emerges from the student data. Findings regarding relationships between student outcomes and instructional practices included noting a stronger relationship between the focus of instruction and student attitudes than between the focus of instruction and student proficiency. (Thirty-two tables of data are included, 24 references are attached, and appendixes contain 4 tables of data.) (SR) for inclusion of additional graphics and attention not only to the content but also to the organization and style of the text. (Sixteen references are attached.) (RS)

ED 321 250 CS 010 205

Adams, Marilyn Jager
Beginning Reading Instruction in the United States. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CS-90-10
PUB DATE- Oct 90
NOTE- 3p.; For related documents, see ED 315 740, ED 317 950, and ED 320 128.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (free with a stamped self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Beginning Reading; Educational Trends; *Literature Reviews; Phonics; Primary Education; *Reading Instruction; *Reading Research; Research Utilization; State of the Art Reviews; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Emergent Literacy; ERIC Digests

A child's success in learning to read in the first grade appears to be the best predictor of his or her ultimate success in schooling as well as all of the events and outcomes that correlate with that. Yet, across the research literature reviewed for a recent book, "Beginning to Read: Thinking and Learning about Print," children's first-grade reading achievement appears to depend most of all on how much they know about reading before they get to school. Differences in reading potential do not seem to be strongly related to poverty, handedness, dialect, gender, intelligence quotient, mental age, or to other such difficult-to-alter circumstances. Differences appeared to be due instead to learning and experience--and specifically to learning and experience with print and print concepts. Such differences can be taught away--provided that teachers have the knowledge, sensitivity, and support to do so. (RS)

teacher learned writing from one another. (SG)

ED 321 264 CS 212 414

Baker, John C., Jr.
An Ethnographic Study of Cultural Influences on the Responses of College Freshmen to Contemporary Appalachian Short Stories.
PUB DATE- May 90
NOTE- 304p.; Ed.D. Dissertation, Virginia Polytechnic Institute and State University.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Freshmen; Cultural Awareness; *Cultural Context; *Cultural Influences; Ethnography; Higher Education; *Literature Appreciation; *Reader Response; *Reader Text Relationship; Reading Processes; Reading Research; Short Stories
IDENTIFIERS- Aesthetic Reading; *Appalachian Literature

A study was conducted to write an ethnographic description of how the influences of the reader's culture and the culture depicted in a text are associated with the responses of first-semester college freshmen to a series of contemporary Appalachian short stories. Cultural backgrounds of six informants and the cultures depicted in six stories were determined, and findings were related to the informants' oral and written responses. Results indicated that culture has the potential of being a resource as well as a constraint in how readers interact with a text. Findings also revealed that various components of individual cultural backgrounds appear to have a greater influence on the ways readers take meanings from text and the kinds of responses that result than do the cultural elements of the text itself. Readers who are more familiar with the culture depicted in a text may experience more initial interest in the selection than those who have had no contact with it; but as they continue interacting with the work, their own cultural backgrounds become the dominant influence on what they observe, what meanings they obtain, and what responses they experience. (Ten tables of data are included. Appendixes include survey forms, an excerpt from a transcribed interview, an ethnographic record sheet, an example of a domain analysis worksheet, domain lists for stories, summary overviews of stories, and cultural scenes of the stories. Sixty-seven references are attached.) (MG)

most effective in reducing these writing problems; chapters 6 and 7 describe and discuss the research design and results and methods of evaluation and argue that, based on the evidence, grammar instruction has no positive effects on writing skills. (Two figures and 25 tables of data are included; seven appendixes and 170 references are attached.) (KEH)

ED 321 278 CS 212 433

McGlinn, James E.; McGlinn, Jeanne M.
Problem Solving And Prewriting: Mental Play in the Writing Class.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Expository Writing; *Freshman Composition; Higher Education; *Prewriting; *Problem Solving; Rhetorical Invention; Writing Exercises; *Writing Strategies
IDENTIFIERS- Writing Is Thinking

Creative problem-solving can be used successfully in the writing classroom, for the problem-solving process involves three distinctive stages of thinking activity that remarkably parallel the prewriting steps in the composing process. Similar stages include: (1) data generation and preparation to write; (2) data manipulation and incubation; and (3) insight and revision. Prewriting activities such as brainstorming, freewriting, branching, dialoguing, and asking questions allow students to try various approaches to a topic without interference of critical judgment. Brainteasers used as warm-up exercises in writing classes require students to make inferences that push beyond commonplace or ordinary associations. Verbal reasoning problems require students to learn to combine insight with systematic and logical thinking. These are useful in getting the students to read carefully, proceed systematically to a solution, and discover implications. Solving verbal reasoning problems also teaches students how to work together and to verbalize their thinking, especially when students alternate in the roles of problem solver and listener. Thinking aloud in solving problems also builds the attitude of openness that is important in the writing process and prepares students to benefit from the thinking protocols used by other writers, both peers and professionals. (KEH)

The Use of Language in Judicial Opinions.
PUB DATE- Aug 90
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Court Judges; *Court Litigation; Discourse Analysis; Jargon; *Language Styles; *Literary Devices; *Rhetorical Invention; Writing Research
IDENTIFIERS- *Legal Language; *Legal Writing; Rhetorical Devices

Legal writing is a unique form of composition. The legal style is characterized by a reliance upon nominalizations, archaisms, jargon, and foreign (especially French and Latin) terms and a scarcity of verbs and adverbs. Twelve judicial opinions, all on the subject of whether an advance degree should be considered marital property upon divorce, were examined for the presence of such stylistic features. In addition, the numbers of first-person references (i.e., "I," "me," or "this court") and references to "equity" and the "reasonable person" were evaluated. One of the opinions analyzed was taken from a New Zealand case, two were Canadian, and the rest were from American state courts. Analysis revealed that the language used by American judges suggests the possibility of a greater openness to novel legal arguments than is true of judges in other common law countries. (References to 13 cases and 16 other sources are attached.) (SG)

ED 321 294 CS 212 455

Wright, Handel K.
What Is Shakespeare Doing in My Hut?: A-Level Literature and the Sierra Leonean Student.
PUB DATE- Jul 90
NOTE- 134p.; M.Ed. Thesis; Queens University (Ontario, Canada).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Background; Cultural Context; *Cultural Differences; Cultural Interrelationships; Drama; Foreign Countries; Literature; *Literature Appreciation; *Schemata (Cognition); Secondary Education; *Student Attitudes
IDENTIFIERS- Schema Theory; Shakespeare (William); *Sierra Leone; Soyinka (Wole)

courts. Legal realism rejects formalism, seeing reliance on precedent as a static disguise for judicial discretion. Realists see the law more as a collection of argument warrants than scientific principles. To formalists, the selection of a justice should depend on that person's ability to apply the law, not any political ideology. To realists, it matters a great deal who is making the decisions, so extremist views justify rejection of a Supreme Court nominee. The disagreement explains the debate over the elevation of Associate Justice William Rehnquist to the position of Chief Justice, and the nominations of Antonin Scalia, Robert Bork, and Anthony Kennedy to the Court. Legal realists involved in the Senate confirmation hearings on the nominations focused on the nominees' perceived conservatism, while conservative Senators sought to emphasize the nominees' qualifications. The controversy surrounding the nominations foreshadows legislative battles to come; future nominees will be measured in an ideological crucible. (SG)

ED 321 309 CS 507 193

Herbeck, Dale A.
Is It Too Late To Save Policy Debate?
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Educational Games; Extracurricular Activities; Higher Education; Judges; Persuasive Discourse; *Public Speaking
IDENTIFIERS- Debate Coaches; Debate Tournaments; *National Debate Tournament; *Policy Debate

National Debate Tournament (NDT) policy debate is in a state of crisis, suffering a steady and precipitous drop in participation. This decline is due not to external factors, but rather to problems and abuses unique to NDT policy debate. Its demise reflects a much broader problem, the abrogation of intellectual leadership in the activity. Coaches and judges have lost sight of the educational purpose of the activity; far too many now view debate strictly as a contest where trophies are won and lost. Contemporary forensic

Basil, Michael D.; Schooler, Caroline

How Cigarettes Are Sold in Magazines: Special Messages for Special Markets.

PUB DATE- 25 Jun 90

NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-28, 1990). For a related study, see CS 507 218.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advertising; *Audience Awareness; Blacks; Communication Research; Content Analysis; Females; Health Education; Low Income Groups; Males; *Mass Media Effects; Media Research; *Periodicals; Persuasive Discourse; Popular Culture; *Smoking; Youth

IDENTIFIERS- Health Communication; *Market Segmentation

Tobacco companies have the ability to target their products to segmented audiences by advertising in specialty magazines. Segmentation is a means of providing audiences with ads appropriate to their behavioral, demographic, and psychological characteristics. Through a content analysis of cigarette advertising in 10 popular magazines, a study examined how advertising strategies vary depending on characteristics of the primary readership of different popular magazines. The analysis demonstrated that black and youth-oriented publications have received an increasing number of cigarette ads since 1965. Compatible with segmentation approaches, an analysis of ad content indicated that groups with high smoking rates are often encouraged to switch brands, while groups with low smoking rates are enticed to smoke by the depiction of attractive models having fun. A logistic regression of romantic content that compared trends over time to the general growth of specialized magazines indicated that the incidence of horseplay and coy model poses has increased over time, while the incidence of eroticism has remained relatively stable. In accord with psychographic theories, significant content differences are found in magazines read by different market segments: horseplay is usually targeted at women, poorer, and younger readers; and overtly sexual appeals and coy model poses seem to be targeted at women, black, and poorer readers more often than at men or general audiences. Knowledge of the tobacco industry's segmentation techniques may help health professionals design smoking prevention and cessation programs to counter cigarette advertising more effectively. (Four figures and 4 tables of data are included, and 50 references are attached.) (Author/SR)

IDENTIFIERS- Applied Communication

Expressing a communication perspective on teaching public relations, this booklet is designed for instructors of public relations courses. The introduction to the booklet establishes the theoretical grounding of this investigation, namely, the mutual relationship between public relations and communication. The first section explicates the communication perspective for teaching public relations. The second section provides a series of examples of typical communication problems facing contemporary public relations practitioners. The coursework pages of the booklet embrace a composite course outline and sample student assignments, and the instructor's guide which is also provided replicates these assignments, adding teacher-to-teacher advice. Finally a "Sources and Resources" section presents a list of textbooks and other materials on a variety of communication and public relations-related topics. (RS)

EA

ED 321 336 EA 020 688

Ogletree, Earl J.; Ujlaki, Vilma

Analysis of Why GED Adults Dropped Out of High School.

PUB DATE- 88

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Black Students; *Dropouts; Family Environment; *High Risk Students; *High School Equivalency Programs; High Schools; *Poverty; *Socioeconomic Status

IDENTIFIERS- *Thornton Community College IL

Following a lengthy discussion of urban dropout rates, possible risk factors, and the inadequacies of the general equivalency diploma (GED) and alternative high school curricula, this study consulted GED students to determine the factors contributing to their dropping out of high school. The study also explored students' reasons for attending GED programs, their career

5. What Research Says About Series.
National Education Association, Washington, D.C.
PUB DATE- Aug 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apprenticeships; Elementary Secondary Education; *Government Role; *Job Training; *On the Job Training; *Teachers; *Unions
IDENTIFIERS- *Bureau of Apprenticeship and Training

In the current educational reform climate, teacher training is being intensely scrutinized by policy makers, the general public, and teachers clamoring for increased training in the practical aspects of teaching. This booklet examines the labor organization's role in its members' job-related training. Although unions have historically played a major role in their members' knowledge and skill development, no comprehensive or authoritative information sources on training programs with union involvement exist. The study summarized here attempts to rectify this situation by examining apprenticeship programs conducted under the auspices of the Bureau of Apprenticeship and Training (BAT), the Department of Labor agency responsible for the administration and technical support of programs meeting federal standards. Journeyman upgrading programs are also investigated, along with the Air Line Pilots Association's involvement in training and evaluation. Study results indicate that union training programs and union involvement in issues around training serve to further the collective interests of individual unions' members. Apprenticeship and other training programs help unions: (1) define their respective crafts; (2) adapt to trade changes; (3) ensure maximum employability of their members; (4) ensure workers' skill consistency; and (5) tie increases in compensation to increases in skills. Intermediary government agencies do not necessarily eliminate unions' training and evaluation role, but instead define areas of union involvement. (39 references) (MLH)

ED 321 351   EA 021 947

Tips from NDPs.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Apr 90
NOTE- 5p.

*Females; Hermeneutics; Language; *Literary Criticism; Literary History; *Metaphors; Power Structure; *Public Education; Religious Factors; *Supervision; Work Ethic

An analysis of the relationship between the history of the word "supervision" and the evolution of the American public education system, with a focus on women's roles, is presented in this paper. A historical overview of the role of educational supervision in the United States is followed by discussion of an alternative way of viewing supervision, in which supervision is defined as a relational process involving historical metaphors of power. A hermeneutical application of the works of Foucault, Weber, and Arendt to themes of supervision in three Western texts ("The Book of Exodus," "Little Women," and "The Official Boy Scout Handbook") and a content analysis demonstrate the process by which cultural metaphors frame women's perspectives of themselves as supervisors. The conclusion argues that the epistemology of supervision in American public education contains problematic metaphors for women and people of other cultures, and introduces the concept of a collective "mind's eye", which acts as a guidepost for interpretation and interaction in the supervisory sphere. Addressing these metaphors may cause rethinking of assumptions about the role of supervision in respect to gender, age, and ethnicity and help to reconceputalize it as part of the teaching process. (30 references) (LMI)

ED 321 366 EA 021 986

LeTendre, Brenda G.
Implementing Accelerated Schools: Issues at the State Level.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); *Educational Change; Elementary Education; *Government Role; *High Risk Students; *Program Implementation; State Action; *State Boards of Education
IDENTIFIERS- California; Illinois; Missouri; Utah

Despite the blizzard of reform activity since 1983, neither state legislation nor state education department mandates have diminished the failure rates of at-risk youngsters. One-third of all

Scribner, Jay D.
Reform, Reaction, Renewal: UCEA's Response to the National Policy Board Agenda.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Policy; Educational Administration; Educational Principles; Educational Quality; Elementary Secondary Education; Excellence in Education; Policy Formation; *Role of Education; School Effectiveness; *School Restructuring

The University Council for Educational Administration's (UCEA) response to the National Policy Board's agenda is reviewed in this address. Recommendations for action include: reassessment of the organizational mission; initiation of assertive interaction with critics; and collaboration among all professional groups. Examples of the UCEA's actions fulfilling each recommendation are presented. (21 references) (LMI)

ED 321 382   EA 022 021

Krumm, Volker
How Open Is the Public School? On Cooperation between Teachers and Parents.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperation; Elementary Secondary Education; Family School Relationship; Foreign Countries; Parent Influence; *Parent Participation; Parent Role; Parents; *Parent School Relationship; *Parent Teacher Cooperation; *Public Schools; School District Autonomy

The degree to which schools cooperate with parents on the individual child level is investigated in this paper. The first chapter reviews the literature of empirical data and concludes that teachers and parents generally limit cooperation to obligatory list of Leadership in Educational Administration Development (LEAD) Center advisory board members is included. (LMI)

ED 321 397 EA 022 053

Corbett, H. Dickson

On the Meaning of Restructuring.

Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 21p.

AVAILABLE FROM- Publications, Research for Better Schools, 444 N. Third Street, Philadelphia, PA 19123 ($4.95).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Elementary Secondary Education; Interaction; Intergroup Relations; *Role Theory; *School Restructuring; Social Structure; Social Systems; Social Theories; Systems Analysis; *Systems Approach

The application of a social theory perspective to an analysis of the concept of restructuring is the purpose of this report. Restructuring is a conjunctive concept that involves changes in a school district's pattern of rules, roles, relationships, and results. A systemic viewpoint examines the reciprocal interactions between structure and process that influence program effectiveness. Examples are presented to illustrate how different goals require different patterns of rules, roles, and relationships. Successful restructuring necessitates the consideration of all systemic components for the implementation of cultural rather than organizational change. (5 references) (LMI)

ED 321 398 EA 022 054

Adduci, Lynne L.; And Others

AVAILABLE FROM- Dept. of Adult and Community College Education, North Carolina State University, Campus Box 7607, Raleigh, NC 27695-7607.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Community Leaders; *Extension Agents; *Extension Education; *Inservice Education; Instructional Materials; *Leadership; *Leadership Training; Learning Modules; *Management Development; Teaching Guides; Workshops
IDENTIFIERS- *Cooperative Extension Service

This module is the third in an inservice education series for extension professionals that consists of seven independent training modules. It covers how to acquire and exercise leadership skills and how to identify, recruit, develop, and work with community leaders. The three units in this 12-hour workshop are identifying and working with leaders, group leadership skills, and individual leadership skills. The module consists of four major parts. The sourcebook includes a concise, readable synopsis of the content, objectives, and a selected annotated bibliography of 99 items with a subject index. The leader's guide provides step-by-step instructions on how to conduct the workshop and suggestions for use of the other parts. Preliminary and follow-up activities are described, as well as those to take place during the workshop. The learner's packet includes materials to be used during the workshop. The last section lists instructional aids (posters) and provides masters for producing overhead transparencies. (YLB)

America, falling from 27.3 percent in 1970 to 17.3 percent in 1985. However, the total number of illiterate people has remained practically stable over the same period. Overall literacy rates tend to increase with the rurality of the population, the proportion of women, the absence of schooling, and the school failure rate of school-age children. Members of cultures that have an oral tradition have difficulties using written codes. In Latin America and the Caribbean, the main national and regional efforts to combat illiteracy have taken place in the 1980s as part of the Major Project in Education. The project's goals, strategies, and procedures were defined in 1981. The project strives to eradicate Latin American illiteracy before the end of the century and to develop educational services for adults. The countries that have developed national literacy campaigns include Argentina, Bolivia, Columbia, Chile, Ecuador, El Salvador, Honduras, Jamaica, Mexico, Nicaragua, Peru, the Dominican Republic, and Venezuela. At its present rate, the project will be able to reduce the number of illiterate people in the region by only 6 million by the end of the century, leaving 37 million illiterate adults. The project has established the REDALF regional network for personnel training among sponsors and providers of adult education. (CML)

Algeria, Kenya, Nigeria, the United Kingdom, Israel, Norway, Sweden, Somalia, and Australia) have taken steps to ensure the rights of the nomads to education. Recently, educational planners have begun making use of nomad culture and experience as a starting point for their education. Suggested approaches include: boarding schools, mobile school teachers, the use of radio, and correspondence schools. Adult education programs should help nomad adults acquire practical skills for dealing with their daily problems. (CML) agencies to offer the youth of Clermont and Hamilton counties in Ohio educational experiences leading to a high school diploma and the level of beginning technician, or an associate degree and the level of master technician. An introduction describes the counties, including postsecondary education institutions, secondary education districts, JTPA agencies, and current articulation agreements. Chapter 2 describes how the new plan of partnerships is to be designed and implemented, including how overall leadership would be provided, the development of curricula, the conduct of an information campaign, and the development of a student evaluation plan. Chapter 3 is on program evaluation. Chapter 4 provides timelines and an estimated budget. Chapter 5 outlines expected outcomes of the planned curricula, including their impact on the teaching and learning process, on the relationships among partners, and on students' awareness of the workplace. The document contains 29 references. (CML)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Critical Thinking; *Education Work Relationship; *Industrial Training; *Integrated Curriculum; Motivation; *Relevance (Education); School Business Relationship; Secondary Education; Technological Literacy; Vocational Education; Work Ethic; Work Experience
IDENTIFIERS- Dewey (John); West Germany

Relating school learning to work can make adolescents take school more seriously. One mission of schools is to prepare the young to assume work roles. Schools were used to teach basic academic material and a work ethic that were equally applicable to a wide range of occupations. John Dewey argued that preparation cannot be effective unless it simultaneously addresses immediate needs and interests. Although U.S. vocational schools teach job-related knowledge and skills in preparation for employment, the German Berufsschule teaches the same lessons after employment has started. The Berufsschule comes about as close as possible to integrating instruction in job-related knowledge and skills at school and work. Schools should engage young people in critical reflection on their work experience as a means of fostering their ability to understand workplaces as sociotechnical systems and, using that understanding, to act constructively to improve them and to improve their positions in them. This is very different from seeking the direct transfer of job-specific knowledge and skills, general academic subjects, or of problem-solving strategies. Principles for practicing this integration include the following: (1) reflection is a process of discovery; (2) learners become action-researchers; (3) the social impact of technology should be examined; and (4) journals, critical incidents, and literature are useful aids to reflection. (23 references) (CML)

NOTE- 12p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM- Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Choice; *Career Education; Curriculum Development; Decision Making Skills; Disabilities; Educational Resources; Elementary Secondary Education; *Fused Curriculum; *Learning Activities; Parent Participation
IDENTIFIERS- *Missouri

This module reviews the concepts of career education and suggests ways that teachers can infuse these concepts into content areas from kindergarten through high school. The guide includes a list of definitions and uses a question-and-answer format to discuss the most frequently asked questions, such as: when career education should be started, how teachers can accomplish infusion, elementary activities, parent involvement, junior high and high school activities, career shadowing, decision-making skills, Missouri key skills, transition programs, community involvement in career infusion, and career choice for students with disabilities. Seven references are included. (KC)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Coping; Intermediate Grades; Junior High Schools; *Middle Schools; *School Counseling; *School Counselors; *Stress Variables; *Suicide

This fourth chapter in "The Challenge of Counseling in Middle Schools" presents four articles on stress and suicide in early adolescence. "Stress and the Middle Grader," by David Elkind, looks at technology and stress, describes three basic stress situations, and identifies stresses common to the middle grader. Stress symptoms in middle graders are given and coping strategies and developmental guidance strategies are discussed. "Adolescent Stress As It Relates to Stepfamily Living: Implications for School Counselors," by JoAnna Strother and Ed Jacobs, presents a study conducted to ascertain what adolescents believe to be stressful and nonstressful aspects of stepfamily living and to determine whether the level of stress for adolescent stepchildren diminishes over the time spent in the stepfamily. "The School Counselor's Role in the Communication of Suicidal Ideation by Adolescents," by Mary Wellman, presents a five-stage model of suicidal behavior, discusses verbal communication of suicide intent, summarizes methods of communication of suicidal notions, and describes intervention strategies. "One Counselor's Intervention in the Aftermath of a Middle School Student's Suicide: A Case Study," by Jo Ann Alexander and Robert Harman, describes an approach used to deal with the aftermath of a student's suicide, discussing interventions used with class-sized groups, individuals, and groups of two. (NB)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counseling Techniques; Counselor Client Relationship; *Counselor Training; *Imagery; Interpersonal Communication; *Metaphors; *Videotape Recordings

This document presents an instructor's manual designed to accompany the videotape, "Uses of Metaphors and Imagery in Counseling," a tool to teach beginning and experienced counselors how to more efficiently help their clients by focusing on the use of non-literal language and thoughts (i.e., metaphors and images). The format and content of the videotape is briefly described. The manual explains and gives examples of some of the main concepts presented in the video, followed by learning exercises, and provides further primary references for more in-depth reading on the subject. Major concepts covered in the video which are explained more fully in the manual and for which examples are given on how each concept is used in counseling include metaphors, similes, imagery, metaphorical stems, reframing, problem solving, therapeutic fairy tales and stories, guided imagery, client focused dreams, and lines of feelings. It is noted that the video provides five opportunities for the instructor to stop and practice concepts. The manual gives more details on how to conduct video exercises and suggests other exercises that can be employed in conjunction with the video. Exercises deal with: (1) using metaphorical stems in counseling; (2) problem solving using metaphors; (3) writing a therapeutic fairy tale; (4) telling of counselor stories; and (5) exploring dreams in a client-focused manner. Twenty-five references are included. (NB)

A study brought together literature appreciation, schema theory, and cross-cultural studies to explore the relationship between the backgrounds of students in one sixth-form literature class in Sierra Leone and the contexts of the plays described in the drama section of the "A" level literature syllabus of the West African Examinations Council. The study investigated: (1) what students felt about literature in general and "A" level literature in particular; (2) whether the students possessed the appropriate content and language schemata necessary to understand and critically analyze "A" level drama texts; and (3) whether the differences between the students' backgrounds and the contexts of the drama texts adversely affected students' appreciation of the texts. Three sixth-form literature students were the principal participants in the study. They read two plays, one culturally familiar (Wole Soyinka's "Death and the King's Horseman") and the other culturally unfamiliar (Shakespeare's "Coriolanus"). Data were collected through three in-depth interviews with each participant. The study found that students preferred culturally familiar texts--they understood and related more strongly to the content and language of the familiar text. However, the amount of material they did not understand in the culturally unfamiliar text was not great enough to seriously hamper their appreciation of the text as a whole. The research also showed that students employed such techniques as attempting to discern meaning from the context, imposing meaning from their own background knowledge, and adopting what they perceived as the author's perspective on issues. (Thirty-nine references are attached, and two appendixes contain a sample A-level examination paper and a sample interview.) (Author/SR) practices (such as the use of excessive speed, counter-intuitive arguments, and destructive theoretical constructs) have contributed to the demise of policy debate. Some measure of vitality can be restored to NDT debate by adopting a more activist theory of forensics, and by taking decisive actions capable of rectifying the evils of specialization, elitism, and gamesmanship. By remembering that debate is an educational activity and applying that awareness to coaching and judging responsibilities, the community can substantially improve the quality of this valuable type of intercollegiate debate. (Thirty-two references are attached.) (SR) aspirations, grade retention history, past school attitudes, self-esteem, and academic achievement levels. Data were collected via a non-evaluative survey instrument, using a sample of 200 adults enrolled in the GED program at Thornton Community College (Chicago, Illinois). Only 89 of the questionnaires were usable; 90 percent of respondents were black. The self-devised instrument contained 10 personal data items, 35 dropout factor items, and three open-ended questions on GED enrollment, aspirations, number of years since leaving school, and reasons for returning to school. Findings show that very few sampled adults had been in trouble with the law, influenced adversely by peers, involved in gangs, suspended from school, abused as children, absent, ill, disabled, afraid to go to school, or raised in a dangerous community. Data suggest that poverty and socioeconomic background were contributing factors to dropout rates. Both sexes realized they needed an education to succeed in life; many wanted to continue their education, secure employment, or advance in their jobs. A significant number desired to attend college. Recommendations for keeping youth in school are given. Included are 15 references, a bibliography of 24 items, 7 data summary tables, and the study questionnaire. (MLH)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; *Educational Environment; Elementary Secondary Education; Professional Development; Public Relations; *School Activities; School Effectiveness; School Safety; School Vandalism; Student Participation; Teacher Morale; Time Management

Suggestions from the National Distinguished Principals of 1989 are presented in this newsletter. This issue includes a description of techniques related to staff involvement and morale, school safety, public relations, time management, student interest, and vandalism. (LMI) elementary students are at risk of failing academically. This paper reviews past state department of education reform efforts and suggests innovative ways for states to accelerate the learning of high risk students. The accelerated school, as envisioned and implemented by Henry Levin and associates, invites school staffs to use their expertise, interest, and resources to restructure their schools' organization, curriculum, and instructional practices. Such schools seek to make all youngsters academically able by the time they leave sixth grade. Accelerated school communities abide by three guiding principles: (1) unity of purpose; (2) empowerment to make and implement important decisions; and (3) willingness to alter perceptions of themselves and their students by building on strengths. At present, 39 schools in California, Illinois, Missouri, and Utah have adopted accelerated school concepts. State department educators in Illinois and Missouri are creating accelerated school networks and are making the shift from enforcer to supporter. Other state-level educators are beginning to see themselves as collaborators rather than regulators. These officials are facilitating real reforms by assuming new roles as catalysts, brokers, coordinators, ombudsmen, coaches, publicists, and demographers. Several cautions and challenges for states are presented, along with an agenda for the 1990s. (Nine references) (MLH) rituals. The second chapter examines the extent to which pedagogical reasons enhance cooperation and argues that optimal school performance can only be achieved through cooperation. In the last chapter three types of conditions hindering cooperation are identified: structural, subjective, and training. The most effective way to increase parent-teacher cooperation is through a restructuring of the power imbalance between the two groups. Balance of power is most effectively achieved in private, free, or alternative schools, which provide the best examples of pedagogical parent-teacher cooperation. Appendices include a summary of empirical data and a model for parent-teacher interaction. (30 references) (LMI)

The Department Chair: Role Ambiguity and Role Strain.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 39p.
AVAILABLE FROM- Publications, Research for Better Schools, 444 N. Third Street, Philadelphia, PA 19123 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Administrators; *Department Heads; High Schools; Job Analysis; *Occupational Information; Organizational Climate; Professional Development; Resource Allocation; *Role Conflict; *Role Theory; Work Environment
IDENTIFIERS- *Pennsylvania

An analysis of the department chair role to determine the extent of role ambiguity and role strain inherent in the job is the purpose of this report. Methodology is based on structured interviews with 56 department chairs in 9 high schools in one district and content analysis of written job descriptions. The findings identify six factors of role ambiguity and strain in the department chair's job: equivocal job descriptions; conflicting functions; vague goals; lack of agreement by role senders; ineffective professional development opportunities; and inadequate resources.
Recommendations propose rewriting job descriptions and providing staff development opportunities and sufficient resources to support the department chair. The appendix includes a copy of the interview guide. (15 references) (LMI)

DOCUMENT RESUME

ED 321 399 EA 022 055

Gittins, Naomi, Ed.
School Law in Review, 1990: Presentations from the Annual School Law Seminar (New Orleans, Louisiana, April 20-21, 1990).
National School Boards Association, Alexandria, VA. Council of School Attorneys.
REPORT NO.- ISBN-0-88364-155-0
PUB DATE- 90
NOTE- 139p.
AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($35.00 plus $3.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compensation (Remuneration); *Compliance (Legal); Constitutional Law; Court Litigation; Courts; Elementary Secondary Education; Employment Problems; Equal Opportunities (Jobs); Federal Regulation; Government Role; Government School Relationship; Health Insurance; Insurance; Lawyers; *Legal Problems; Legal Responsibility; Quality of Working Life; *School Law; Special Education; Tax Deductions; Teacher Employment Benefits; Teacher Rights

Presentations delivered at the National School Boards Association (NSBA) Council of School Attorneys 1990 school law seminar are compiled in this publication. The following papers are included: "The 1989 Revolution in Employment Discrimination Law: Procedure Alters Substance," by Charles F. Abernathy; "Special Education Litigation: The Preparation & Trial," by John P. Heil; "Public Schools and Construction Failure: Prevention, Proof, and Recovery," by Lorence H. Slutzky; "Student Injuries: Liability for Personal Injuries Occurring During Extra-Curricular Activities," by Donald B. Bowerman; "Insurance Issues: Trends, Coverage, and Designation of Counsel," by Sheldon W. Grasley; "Recent Supreme Court Rulings and Congress' Response," by Gwendolyn H. Gregory; "Investigating Alleged Wrongdoing by Employees in the School Setting," by Richard E. Bump and Kelly Frels; and "Effect of Section 89 Repeal and Reinstatement of Prior Law: A Brief Overview," by Katherine L.

DOCUMENT RESUME

ED 321 415 EA 022 077

Perelman, Lewis J.
Closing Education's Technology Gap. Briefing Paper No. 111.
Hudson Inst., Indianapolis, IN.
PUB DATE- 28 Nov 89
NOTE- 14p.
AVAILABLE FROM- Publications, Hudson Institute, Herman Kahn Center, P.O. Box 26-919, Indianapolis, IN 46226 ($2.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Budgets; Bureaucracy; Educational Economics; *Educational Finance; Educational Innovation; *Educational Technology; Elementary Secondary Education; Free Enterprise System; Human Capital; Incentives; Information Technology; *Investment; *Productivity; *Research and Development; Research Utilization; Resistance to Change; Resource Allocation; *School Restructuring; Technological Advancement

An analysis of the gap between educational productivity and technological advancement concludes that American education's dismal productivity level is partly due to the lack of investment in research and development. Successful school restructuring must include the following innovations: site-based management; public school choice; competitive markets; realistic accounting; meaningful incentive programs; and valid evaluation processes. An initiative to close the gap is proposed, in which U.S. institutions and training facilities allocate at least one percent of their budgets for a research and development fund to be managed by a new National Institution for Learning Technology. (LMI)

ED 321 416 —EA 022 080

Packard, Richard; Dereshiwsky, Mary

ED 321 431 EC 231 551

Howley, Craig
Anti-Intellectualism in Programs for Able Students (Beware of Gifts): An Application.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academically Gifted; *Anti Intellectualism; Attitudes; Educational Practices; Educational Trends; Elementary Secondary Education; Emotional Problems; *Gifted; Grouping (Instructional Purposes); Literacy; *Progressive Education

This article reviews the history of impediments to excellence in the education of the intellectually gifted in the United States. It discusses literacy rate trends, but before and after the 19th century, and describes the Progressive education movement, with its legacy of child-centered pedagogy, ability grouping, vocational training, and emphasis on problem-solving and higher-level thinking skills. As did their predecessors, the Progressives succeeded in their more modest proposals, but failed in their larger aspirations. Other topics discussed are the emotional health of gifted students, the question of real giftedness vs. test-taking ability, and whether the truly gifted child is truly likely to become an eminent adult. (PB)

ED 321 432 EC 231 552

Jarrow, Jane; And Others
How To Choose a College: Guide for the Student with a Disability.
American Council on Education, Washington, DC. HEATH Resource

DOCUMENT RESUME

ED 321 446 EC 231 566

Sergeant, Julie, Ed.; Shaffer, Harriet, Ed.
Publications of Beach Center Researchers. Annotated Bibliography. Report AB-3.
Kansas Univ., Lawrence. Beach Center on Families and Disability.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 20p.
AVAILABLE FROM- Assistant Director, Beach Center on Families and Disability, 4138 Haworth Hall, Lawrence, KS 66045 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Children; *Disabilities; *Family (Sociological Unit); Family Counseling; *Family Problems; Family Programs
IDENTIFIERS- *Beach Center on Families and Disability KS

This annotated bibliography provides bibliographic information and non-evaluative annotations of about 46 publications based on research with families of children with disabilities and authored by staff members of the Beach Center on Families and Disability in Lawrence, Kansas. Citations are organized into sections on book chapters, hearings and testimonies, journal articles, and monographs. Within each section citations are listed alphabetically by author. Publications date from 1985 through 1989. (DB)

ED 321 447 EC 231 567

Bateman, David F.
Supported Employment with Emphasis on Family Concerns. Annotated Bibliography. Report AB-4.
Kansas Univ., Lawrence. Beach Center on Families and Disability.

DOCUMENT RESUME

ED 321 462 EC 231 582

Clinton, Janeen
Morse Code Activity Packet.
Florida Diagnostic and Learning Resources System, West Palm Beach.
PUB DATE- 89
NOTE- 29p.; For related document, see EC 231 583.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coding; Computer Literacy; Computer System Design; Computer Uses in Education; Elementary Secondary Education; *Keyboarding (Data Entry); Language Usage; Teaching Methods; *Visual Impairments
IDENTIFIERS- *Morse Code

This activity packet offers simple directions for setting up a Morse Code system appropriate to interfacing with any of several personal computer systems. Worksheets are also included to facilitate teaching Morse Code to persons with visual or other disabilities including blindness, as it is argued that the code is best learned auditorily. (PB)

ED 321 463 EC 231 583

Clinton, Janeen; Laverty, Linda
Tread on My Tires...So I Can Go the Extra Mile! (Education for the Physically Impaired).
Florida Diagnostic and Learning Resources System, West Palm Beach.
PUB DATE- Feb 90
NOTE- 148p.; For related document, see EC 231 582. Printed on multi-colored paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

DOCUMENT RESUME

ED 321 478 EC 231 599

MacMillan, Bob; First, Cynthia
The Progressive/Collaborative High School: A Model Program.
PUB DATE- 26 Apr 90
NOTE- 22p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (68th, Toronto, Ontario, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Cooperation; *Delivery Systems; *Disabilities; High Schools; *Mainstreaming; *Models; *School Organization; Special Education; Teaching Methods; Transitional Programs
IDENTIFIERS- *Progressive Collaborative Model

This paper describes the progressive/collaborative model high school program, a model designed to facilitate student movement from special day classes into regular classroom environments with an ongoing emphasis on serving at-risk students. Charts outline options available to special education students through this model and differences between traditional models and the progressive/collaborative model for referral, assessment, curriculum, and evaluation. Contains three references. (PB)

ED 321 479 EC 231 600

Preschool Assessment Instrument Ratings Guide.
Metropolitan Atlanta Consortium of Consultants and Lead Speech-Language Pathologists, GA.
PUB DATE- 90
NOTE- 99p.
LANGUAGE- English

DOCUMENT RESUME

ED 321 493 EC 231 814

Kaplan, Leslie S.
Helping Gifted Students with Stress Management. ERIC Digest #E488.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adjustment (to Environment); Burnout; Elementary Secondary Education; *Emotional Adjustment; *Emotional Problems; *Gifted; Individual Needs; Parent Student Relationship; Self Esteem; *Stress Management; *Stress Variables; Student Needs; Teacher Student Relationship
IDENTIFIERS- ERIC Digests

Presented in a question-and-answer format, this digest offers guidelines to help gifted students manage stress effectively. The following questions are considered: What is stress? How can a youngster experience stress when nothing bad is happening? Is a gifted student more likely to feel stress than others? What are some stresses on a gifted student? How can stress hurt a gifted student's self-esteem? How can it be stressful to have so much potential? How can gifted students cope with stress? How can one tell whether or not a gifted student is experiencing burnout? How can parents, teachers, and counselors reduce stress on gifted students? Among recommendations for coping with stress are changing the source of the stress, confronting the source of the stress, and getting regular physical exercise and sound nutrition. Students should be discouraged from escaping through alcohol, drugs, sleep, frequent illness, overeating, or starving themselves; and from aiming too low. A checklist is provided to identify the student experiencing burnout. Parents, teachers, and counselors are

DOCUMENT RESUME

ED 321 508 EC 231 829

Curriculum-Based Assessment and Curriculum-Based Management. Super Search Reprint No. C576.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 120p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C576, $22.50 nonmembers; $18.00 members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Criterion Referenced Tests; *Elementary Secondary Education; *Evaluation Methods; *Student Evaluation
IDENTIFIERS- *Curriculum Based Assessment

The "Super Search Reprint" contains a background paper and 152 abstracts on the topic of curriculum-based assessment and curriculum-based measurement. A paper by Mark Shinn and others, titled "Curriculum-Based Assessment: A Comparison of Models" ("School Psychology Review," 1989, volume 18, number 3), presents four commonly used curriculum-based assessment models and compares them along a set of important dimensions, including: primary decision-making purpose, usefulness for other types of decisions, relationship to instructional planning, test formats, and technical adequacy. The four models include: Curriculum-Based Assessment for Instructional Design, Criterion-Referenced-Curriculum-Based Assessment, Curriculum-Based Measurement, and Curriculum-Based Evaluation. Relevant citations from the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases are then provided, arranged by database and then alphabetically by author. Each reference contains bibliographic information, indexing information, and an abstract

DOCUMENT RESUME

ED 321 522 FL 018 555

Lindstromberg, Seth
What Is the Difference between "Tall" and "High"? A Strategy for Answering Hard Questions about Partial Synonyms.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Idioms; *Language Research; Linguistic Theory; *Semantics; *Teaching Methods
IDENTIFIERS- *Synonyms

A strategy is presented for explaining (and discerning) subtle differences in two words that appear to be semantic twins in one context but are not interchangeable in another context. This strategy suggests the following: (1) list several phrases that contain one of the problem words, then swap the second word for the first; (2) examine the substitutions and determine which do not greatly change the phrases's meaning, which are distinctly impermissible, and which change in phrase's meaning; (3) form and test a hypothesis that explains observed differences. For example, exchange "tall" for "high" in the phrases "the highest mountain," "a bird flying high," and "let's get high." The meaning of the first phrase does change appreciably, but the second phrase becomes gibberish. The last phrase has a new (though absurd) meaning. Comparing the substitutions with the original phrases shows that both refer to a measure of height from a plane of reference, but that the use of "tall" doesn't permit upward separation from that plane of reference while "high" does. This strategy entails a skeptical view of the tendency to see idioms everywhere, and questions the belief that it is the norm for words to radically change meaning in different contexts. (JL)

ED 321 523 FL 018 559

DOCUMENT RESUME

ED 321 538 FL 018 624

Bamford, Kathryn W.; Mizokawa, Donald T.
Cognitive Development of Children in an Additive-Bilingual Program: The Third Report.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Cognitive Development; Comparative Analysis; Grade 2; Grade 3; *Immersion Programs; Language Acquisition; *Language Research; *Metalinguistics; Primary Education; Problem Solving; Second Language Instruction; Second Language Learning; *Spanish; Statistical Analysis; Testing; Vocabulary
IDENTIFIERS- *Peabody Picture Vocabulary Test (Revised); *Raven Progressive Matrices

The enhanced metalinguistic abilities demonstrated by additive-bilingual children, including superior control of cognitive processing, may promote the development of symbolic reasoning. Children educated in additive-bilingual (immersion) settings may maintain normal native-language development, while acquiring a second language. This study compared 15 children in a Spanish immersion class with 15 children from a standard classroom over the course of three observations during second and third grades. Program type (immersion verses standard) was the independent variable in two comparisons, with nonverbal problem-solving as measured by the appropriate form of Raven's Matrices as the first dependant variable and native-language development as labeled by the Peabody Picture Vocabulary Test-R (PPVT-R) as the second dependent variable. For nonverbal problem-solving, an independent samples t-test on the mean gain in rank revealed significant differences in favor of the immersion children at the third observation, supporting the previously reported results of the second observation. A MANOVA applied to the PPVT-R scores over the three observations revealed no significant differences. The outcomes support the role of bilingualism in the

DOCUMENT RESUME

ED 321 554 FL 018 665

Baldauf, Richard B., Jr.
New Beginnings for Language Policy: Australia and the United States.
PUB DATE- 90
NOTE- 23p.; Revised version of a paper presented at the Annual Meeting of the Rocky Mountain Regional Teachers of English to Speakers of Other Languages (January 26, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cultural Pluralism; Foreign Countries; *Language Planning; *Language Role; *Multilingualism; Official Languages; Policy Formation; Political Influences; *Public Policy
IDENTIFIERS- *Australia; *United States

The following similarities exist between the language situations of the United States and Australia: (1) both countries have developed and prospered through overseas immigration; (2) until recently, neither country has had a "de jure" official language, only a "de facto" one built around English; (3) in both countries indigenous languages have been badly neglected; and (4) the changing linguistic makeup of both countries has recently created pressures for reappraisal of language policy development. However, the two countries have taken different approaches to multilingualism and language policy development, due to the following dissimilarities: ethnic revival affected Australia and the U.S. at different stages of their development; the United States War of Independence symbolizes its national unity and identity, while the idea of Australia as a nation is recent; Australia has great language diversity, with none predominant in any community; and decision-making is more centralized in education and related domains in Australia. The 1980s have seen new beginnings for language policy in both countries. The United States has been examining either/or exclusive policies (English-speaking vs. foreign-speaking) while Australia has embarked on an inclusive multicultural policy. Political influences will shape the final policies. In Australia, a united effort of ethnic communities and

DOCUMENT RESUME

ED 321 568 FL 018 689

Polish, Grades 1-12.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0762-5
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Curriculum Guides; Elementary Secondary Education; Foreign Countries; Native Language Instruction; *Polish; Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Heritage Language; *Manitoba

The curriculum for Manitoba's heritage language instruction program in Polish outlines the curriculum's rationale and design and suggests techniques and materials for carrying out instruction. Introductory sections discuss general program goals and specific objectives of the program. Subsequent sections outline in greater detail the curricula for four grade groupings (1-3, 4-6, 7-9, 10-12), including general and specific objectives, scope and sequence, and evaluation methods for each language skill area (listening, speaking, reading, and writing). A final section lists supplements prepared by the provincial education agency and recommended texts and supplementary materials for each grade. (MSE)

ED 321 569 FL 018 690

Portuguese, Grades 1-12.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0765-X
PUB DATE- 88

DOCUMENT RESUME

ED 321 583 FL 018 721

Hamayan, Else V.; Perlman, Ron
Helping Language Minority Students after They Exit from Bilingual/ESL Programs. A Handbook for Teachers.
National Clearinghouse for Bilingual Education, Washington, DC.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 90
NOTE- 21p.
CONTRACT- 289004001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Grouping (Instructional Purposes); *Limited English Speaking; *Mainstreaming; *Minority Groups; Student Evaluation; Teaching Guides
IDENTIFIERS- *Content Area Teaching

This guide is intended as a resource for mainstream classroom teachers, K-12, who want to provide language minority students with additional support in their transition into classes where English is the language of instruction. The guide may also be used to help teachers make instruction more effective for all students and for teacher training. Areas addressed include the following: (1) assessing students in content-specific language proficiency (a table of predominant language functions required in selected content areas and a sample assessment instrument for content-specific language functions are provided; (2) setting up a buddy system with English-proficient peers; (3) preparing the student for a content-area lesson by teaching core vocabulary in advance and contextualizing lessons; (4) making language more comprehensible; (5) using cooperative grouping; and (6) collaborating with the English-as-a-Second-Language teacher. It is recommended that language minority students be regarded as resources in the mainstream classroom rather than as different or inferior. This provides a greater likelihood of their becoming proficient in English and succeeding in mainstream classes, while enriching the education of all students. (MSE)

DOCUMENT RESUME

ED 321 598 FL 800 147

Farr, Marcia

Learning Literacy Lyrically: Informal Education among Mexicanos in Chicago.

PUB DATE- Nov 89

NOTE- 18p.; Paper presented at the Annual Meeting of the American Anthropological Association (Washington, DC, November 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ethnography; *Independent Study; *Kinship; *Literacy Education; *Males; *Mexican Americans; *Nonformal Education

IDENTIFIERS- *Illinois (Chicago)

Observation of a kinship and social network among Mexican Americans in a Chicago neighborhood, part of an ethnographic study, revealed a pattern of self-education in literacy among the men in the group who came from one rancho, while the literate men from another rancho were primarily school-educated. Economic forces caused one group to attend school less consistently. While the self-educated men learned letters from someone else, they pursued literacy independently in a distinct social context. The process by which the men learned to read and spell words was remarkably similar to a process used by members of the working class in 17th century rural England; that is, informally and with the help of friends who themselves were not very literate. Observations revealed information about aspects of the process of literacy learning, the social nature of learning, and significant features of the setting providing the motivation for literacy learning. The Mexican men described the process as "lyrical" learning, accomplished on one's own, not always with a teacher, but purely with spoken language. Literacy was attained primarily to communicate and maintain traditionally close ties with family and friends in the home country. The men described the emotional support they received from the friends who taught them to write, and the trust between them. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

DOCUMENT RESUME

ED 321 612 FL 800 193

Solorzano, Ronald W.
Family Reading Project, First Year Report.
Educational Testing Service, Pasadena, CA.; National Council of La Raza, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Community Organizations; *Family Programs; High Interest Low Vocabulary Books; *Hispanic Americans; *Home Programs; Libraries; *Literacy Education; Program Evaluation; Program Implementation; *Reading Instruction; *Reading Materials
IDENTIFIERS- National Council of La Raza

The first program year evaluation of the Family Reading project addresses implementation issues at the national and local levels relating to the literacy intervention model designed for the project. The project is a collaborative effort between the National Council of La Raza and the Educational Testing Service to improve literacy levels of Latino adults participating in community-based organizations nationwide. The project provides for: (1) direct instruction to parents; (2) use of home literacy events to involve both parents and children at home in literacy-related activities; and (3) creation of a library of high-interest books for participant use. The project management team consists of the Project Director; a Literacy Specialist who provides technical assistance and liaison; and the Chief Consultant, who assists with curriculum development, evaluation, and training. Initially, five community-based organizations implemented the program; others will be added in the second and third program years. The report focuses on implementation of the Parent and Child Literacy Intervention Model, and addresses instructional and training issues relative to the Chief Consultant's participation in the family reading program. The report outlines general evaluation questions for the first year that relate to specific program objectives, presents recommendations and discussion by the National Council of la Raza and the local project sites, briefly discusses design and

DOCUMENT RESUME

ED 321 626 HE 023 314

Broder, Josef M.; And Others
An Evaluation of Ag Horizons: A Campus Visitation Program for Student Recruitment. Research Report 555.
Georgia Agricultural Experiment Stations, Athens.
PUB DATE- Oct 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agricultural Colleges; Agricultural Education; *Career Awareness; College Choice; College Programs; College Students; Experiment Stations; Higher Education; High Schools; Program Implementation; *School Orientation; Student Characteristics; *Student Recruitment
IDENTIFIERS- Ag Horizons GA; University of Georgia

This publication was written in response to a need among colleges of agriculture to examine alternative recruitment strategies. It assesses efforts by the University of Georgia's College of Agriculture to recruit students through an annual campus visitation program entitled "Ag Horizons: A Career Institute." Since 1984, Ag Horizons has brought selected high school students to the Univesity for a 3-day visit to programs and facilities. The goals of the program are to recruit students of high academic quality and to provide a better understanding of, and a greater appreciation for, agriculture. This report details student characteristics, such as age, gender, background, school activities, parents' occupations, siblings, and family's level of education and then provides a program evaluation based on the postconference questionnaire administered to students at the end of each Ag Horizons program. The data indicated that Ag Horizons had a positive effect on student plans to attend college, on student plans to attend the University of Georgia as freshmen, and on student plans to enroll in the University of Georgia's College of Agriculture. Includes 11 references. (JDD)

DOCUMENT RESUME

ED 321 640 HE 023 658

Harris, Dolores M.

The Glassboro State College Retention Program.

American Association of State Colleges and Universities, Washington, D.C.; Glassboro State Coll., N.J.

SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- 90
NOTE- 49p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
CONTRACT- 87-991330-27100; 87-998070-GSC; 90-991000-5466
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *College Desegregation; College Environment; College Freshmen; College Students; Cross Cultural Training; Developmental Studies Programs; *Enrichment Activities; Higher Education; Mentors; *Minority Groups; Peer Teaching; Program Descriptions; *School Holding Power; School Orientation; Social Integration; *State Colleges; Student Personnel Services; Student Recruitment; Tutorial Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Glassboro State College NJ

Glassboro State College (New Jersey) has developed an institution-wide comprehensive, coordinated program based on the concept of early provision of quality services and programs to provide students with positive linkages to the institution. Persistence to graduation is the long-term goal of the retention program. Additional goals include increasing minority student enrollment in undergraduate programs, developing social and cultural programming appropriate to a pluralistic society, particularly in residence halls, and developing a learning-friendly campus ethos encouraging integration of minorities and minority-related programming into the mainstream of the college community. The award-winning program offers a variety of services in the campus Academic Advancement Center. Entering freshmen and

DOCUMENT RESUME

ED 321 653 HE 023 671

Conway, William N.; And Others
Computer Based Articulation Program for Junior College Students.
American Association of State Colleges and Universities, Washington, D.C.; Troy State Univ., Ala.
PUB DATE- 90
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Access to Information; *Articulation (Education); *Computer Oriented Programs; Contracts; Higher Education; Intercollegiate Cooperation; Majors (Students); Online Systems; Program Descriptions; State Universities; *Transfer Policy; *Transfer Students; Two Year College Students
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Troy State University AL

Troy State University in Troy, Alabama, has developed an on-line computer-based articulation system to address the problem of two-year college students unsuccessful in transferring to four-year institutions. The system provides an immediate and accurate listing of equivalent two-year college coursework for students planning to transfer to the university. By computer terminal and modem, students and counselors at two-year colleges may access information from the university's computer system and obtain a transfer curriculum guide and an optional contract, good for 3 years, specifying degree requirements for more than 55 majors. The system enables students to plan with confidence their course of study before transfer and provides accurate information specific to each student's academic goal. It is now in place at all 21 junior and community colleges in the state. (Author/MSE)

DOCUMENT RESUME

ED 321 666 HE 023 684

Managing Information Technology: Facing the Issues. Track VI: Academic Computing Issues.
CAUSE, Boulder, Colo.
PUB DATE- 90
NOTE- 77p.; In: Managing Information Technology: Facing the Issues. Proceedings of the 1989 CAUSE National Conference; see HE 023 678.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (entire proceedings only: $45.00 members, $75.00 non-members.)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Computer Literacy; Computer Software; *Computer Uses in Education; *Faculty Development; Higher Education; *Information Management; Information Systems; Microcomputers; Purchasing; *Technological Advancement; Writing Instruction
IDENTIFIERS- California Polytechnic State University; *CAUSE National Conference; Ohio Library Information System; Princeton University NJ; San Joaquin Delta College CA; University of Maine; University of Virginia

Eight papers making up Track VI of the 1989 conference of the Professional Association for the Management of Information Technology in Higher Education (known as CAUSE, an acronym of the association's former name) are presented in this document. The focus of Track VI is on academic computing issues, and the papers include: "Loan-a-Mac: A Successful Computer Literacy Program for Faculty" (R. Ann Zinck); "When Is a Site License Not a Site License? A Guide through the Maze of Large-volume Academic Microcomputer Software Purchasing" (Tony Townsend); "Technology/Pedagogy Integration as a Supported Multiple-Year Project" (E. Michael Staman); "Instant Microcomputer Labs: When Just Adding Water Is Not Enough" (Jacqueline D. Brown); "An Assessment of Computer Based College Writing Programs" (Max Kirsch, Harvey S. Wiener, and Michael Ribaudo); "Ohio Library Information System" (Len Simutis, Frank B. Thomas, and A. Jerome York); "Developing and Implementing a Systemwide Academic Mainframe

DOCUMENT RESUME

ED 321 681 HE 023 699

Underwood, David G.
Taking Inventory: Identifying Assessment Activities. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; *Evaluation Methods; Evaluation Needs; Higher Education; Institutional Research; *Measures (Individuals); Surveys
IDENTIFIERS- *AIR Forum; *Assessment Activities; Information Analysis

A "formal information inventory" survey method was used to help educate a university campus about outcomes assessment while identifying assessment activities already being undertaken. The survey was sent to 102 individuals identified as being responsible for, or having knowledge of, any assessment activities within a department or area, with 93 responses for a response rate of 91%. The survey was designed to be brief, educational for the respondent, and effective in collecting information for the outcomes assessment coordinator. The survey uncovered 265 assessment activities being currently conducted or recently completed. In addition, 49 campus units expressed a willingness to participate in a pilot project in outcomes assessment. The survey also identified "Student Evaluation Studies", "Student Needs Studies", and "Student Evaluation of Teaching" as the three types of studies which could most effectively be used to make improvements to the programs or services of the respondents. One major area of concern was the relative lack of cognitive measures; efforts should be continued to develop and provide these outcome assessments as well. The value of this approach lies in the educational aspect of the instrument, the construction of an institutional statement regarding outcomes assessment, the project's high level of visibility, and the involvement of high level administrators. Contains 7 references. (GLR)

DOCUMENT RESUME

ED 321 696 HE 023 714

Spencer, Anne C.

Delegating Budgets within English Colleges: A Study of Resource Allocation. AIR 1990 Annual Forum Paper.

PUB DATE- May 90

NOTE- 35p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Budgeting; *Educational Finance; Financial Needs; Foreign Countries; Higher Education; *Program Budgeting; Resource Allocation

IDENTIFIERS- *AIR Forum; *Local Educaton Authorities (United Kingdom); *United Kingdom

The Education Reform Act 1988 obliges the Local Education Authorities (LEAs) to delegate budgets to the colleges within their control by means of a formula, but does not say what should happen within colleges once the delegated budget has been received. This paper reports some of the outcomes of an action learning and training program, carried out in Hampshire, England, a large county LEA, for budgetary delegation within colleges. The study reviewed various methods of budget devolution within colleges as well as listing budgetary techniques used at the college level. Two extremes of methods of budget distribution internally to a college were explored: the use of a logical follow through of the methods used for budgeting to the college by the LEAs and the curriculum needs method. Of the two, the method based on curriculum needs was recommended for general use by colleges because its concepts (enrollment level, student taught hours, etc.) are familiar and comprehensible to the classroom teacher. Contains three references. (GLR)

DOCUMENT RESUME

ED 321 709 HE 023 727

Rousch, Robert
Statewide Project to Include Aging Content in Colleges of Pharmacy. An Administration on Aging Project. Final Report.
Baylor Coll. of Medicine, Houston, Tex.; Texas Consortium of Geriatric Education Centers, Houston.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 31 May 90
NOTE- 135p.
GRANT- DHHS-06AM0416/01
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Curriculum Development; Curriculum Evaluation; *Faculty Development; *Geriatrics; Higher Education; Instructional Development; Knowledge Level; *Pharmaceutical Education; Pharmacists; Pharmacy
IDENTIFIERS- *Texas

The project described in this report was designed to: (1) address the lack of adequately trained faculty members needed to introduce geriatrics within colleges of pharmacy, (2) facilitate the use of existing materials within the educational program provided pharmacy students, (3) teach a geriatric pharmacy course twice at each of Texas' three colleges of pharmacy in 1989, (4) evaluate course effects on students' attitudes, knowledge, and ability to serve as pharmacotherapeutic consultants to physicians and patients, and (5) devise a plan to assess former course takers' and physicians' interactions that may lower patient risk of adverse drug reactions. Among project achievements was development and presentation of a geriatric pharmacy course 5 times to a total of 107 third- and fourth-year pharmacy students at the 3 schools. Major products included: a documented process for institutional development in geriatrics, a strategy for the adaptation of existing instructional resources in geriatrics for use in colleges of pharmacy, a cadre of faculty members prepared to present geriatric information to pharmacy students, and published monographs and manuscripts describing the curriculum and faculty development process. Positive changes in student attitude toward older people were also effected.

DOCUMENT RESUME

ED 321 723 HE 023 774

Marshall, William J. A.
Power: An Administrator's Guide along the Corridors of Arrogance.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 14p.
CONTRACT- RI88062014
AVAILABLE FROM- American Association of University Administrators, P.O. Box 6221, Tuscaloosa, AL 35487 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Administrators; *College Administration; Higher Education; *Individual Power; Interpersonal Relationship; *Power Structure

University administrators must realize that past management styles they used to acquire their positions of campus power often become the future incarnations of their failure as administrators. The conundrum of power is that the less power a leader grants to people, the less powerful the leader becomes in the eyes of the people. Individuals have a need for power though they tend to deny the need's existence; acknowledgement of the power motive must precede any mastery of the conundrum making up the power-complex of leadership. Power has multiple descriptions as leaders utilize several power bases, including raw power, person power, legitimate power, coercion power, reward power, expert power, information power, and referent power. Power's scope and scale can be configured as a representation of x-axis and y-axis intercepts. The scope of power refers to the purpose or motive for which it is being employed, ranging from low to high congruence of one individual's motives with another individual's needs. The scale of power gauges the degree to which the resources of a position are brought to bear on the followers as the leader attempts to carry out his or her power motive. Includes 59 references. (JDD)

DOCUMENT RESUME

ED 321 737 IR 014 499

Friedman, Batya
Moral Responsibility and Computer Technology.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Copyrights; Elementary Secondary Education; Higher Education; *Intellectual Property; *Microcomputers; *Moral Values
IDENTIFIERS- *Computer Crimes; *Computer Piracy; Computer Security

Noting a recent increase in the number of cases of computer crime and computer piracy, this paper takes up the question, "How can understanding the social context of computing help us--as parents, educators, and members of government and industry--to educate young people to become morally responsible members of an electronic information community?" Four central characteristics of computer innovations are identified that may contribute to the difficulty of responsible computer use: increased physical and temporal distance of the actor to the consequences of a computer-mediated action, the delegation of decision making to the computer, the initial absence of pervasive social conventions governing computer use, and cultural inexperience with technological innovation. Drawing on this analysis, parameters for an educational approach to promote responsible computer use are outlined. It is argued that such an approach must: (1) make visible (as opposed to hiding) the consequences of computer-mediated actions; (2) help students understand that people control the use of technology (including where and for what purposes technology is used); (3) help students to identify and clarify the conventional aspects of computer use; and (4) stimulate students to develop a watchful eye for unanticipated consequences or abuses of computer use. The paper concludes with a brief description of a strategy for applying these guidelines in the classroom using student self-governance to resolve many of the social issues that concern their use of computers. (19 references) (GL)

DOCUMENT RESUME

ED 321 751 IR 014 519

Schwier, Richard; Misanchuk, Earl R.
Analytical Tools and Research Issues for Interactive Media.
PUB DATE- Jun 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Media and Technology in Education in Canada (20th, St. John's, Newfoundland, June 9-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; *Courseware; Data Analysis; Foreign Countries; *Hypermedia; Individual Differences; *Instructional Design; *Interaction; Interactive Video; *Learner Controlled Instruction
IDENTIFIERS- Audit Trails; *Path Analysis (Interactive Media)

Contrasting traditional linear media (in which all learners proceed through the instructional materials in an essentially fixed sequence) with interactive technologies and hypermedia (in which two learners may take different paths through the same instructional materials), this paper highlights the importance of recording and analyzing the instructional path taken by each learner, noting that such audit trail data can be used in the production of generalizable rules which explain the influences of social variables, individual differences, and cognitive style on the paths taken through the instruction. Descriptive and inferential approaches to analyzing interactive media audit trails are identified, and some of the issues and concerns raised by such investigation are discussed. The paper concludes with a consideration of research opportunities in interactive technologies of instruction that such analysis would promote. Samples of five methods of representing audit trails are appended. (9 references) (GL)

DOCUMENT RESUME

ED 321 765 IR 014 534

Powell, Richard R.; Garcia, Jesus
What Do Journals of Education Tell Us about Education: Two Examples.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Elementary Secondary Education; Higher Education; Information Needs; *Mission Statements; *Periodicals; *Research and Development; *Research Utilization; *Theory Practice Relationship
IDENTIFIERS- Educational Journals; *Educational Leadership; *Phi Delta Kappan

The purpose of this study was to discern whether the mental picture a journal creates in its feature articles matches its mission statement. A content analysis was conducted on the feature articles in the seven most recent volumes of "Educational Leadership" (EL) and "Phi Delta Kappan" (PDK). Over 2,200 articles were analyzed for topics treated, format style, author affiliation, and presence of research findings. The results indicate that both journals adhere to their mission statements: close to 50% of the PDK articles were coded for "policy and law" and "subject matter and curriculum," and 64% of the EL articles were coded for "subject matter and curriculum" and "administration, management, and supervision." However, the articles in both journals were written in an informational format and few included research findings. More than 50% of the articles were written by university personnel who are only indirectly associated with the daily practices of the classroom. It appears that these journals fail to provide K-12 practitioners with a means to connect their practice with either theory or research. Nor is it likely that these journals enable K-12 practitioners to inform each other of their practice. Changes are needed that bring together the pedagogical scholar, academician, and educational researcher with the practitioner, making it possible for both journals to address the information needs of all readers. Data from the content analysis are presented in four tables. (7 references) (Author/GL)

DOCUMENT RESUME

ED 321 779 JC 900 326

College Now Student Handbook.
Kingsborough Community Coll., Brooklyn, N.Y.
PUB DATE- Jan 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *After School Programs; *College Bound Students; College Preparation; *College School Cooperation; Community Colleges; Cooperative Programs; *Credit Courses; *Enrichment Activities; High Schools; *High School Seniors; Two Year Colleges

This student handbook was compiled for high school students interested in New York City's Kingsborough Community College's College Now Program, a collaborative effort begun in 1984 to offer high school students an opportunity to take college-level courses, enhance their desire to go to college, and ease their transition from high school to college. The first section of the handbook offers an overview of College Now, its development, and its successes. The next section discusses the advantages of joining College Now, eligibility criteria, testing, registration, and program costs. This section indicates that seniors in any participating high school may join the program, provided that their scores on the Freshman Skills Assessment Test indicate college-level reading, writing, and math abilities. The third section provides academic information, stating that College Now offers introductory college-credit courses in business, behavioral and social sciences, humanities, and science on the high school campus either before or after the regular school day. This section explains the difference between College Now and Advanced Placement courses, the advantages of taking remedial courses through College Now, grading and course load policies, College Now instructors, and academic requirements. The final section describes available student services such as identification cards, freshman orientation and career development seminars, academic counseling, and the transfer of credits. (WJT)

DOCUMENT RESUME

ED 321 792 JC 900 378

Vision '89: The Maricopa Community Colleges Journal of Teaching and Learning, Volume 1, Number 1, Fall 1989.

Maricopa County Community Coll. District, Phoenix, Ariz.

PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletes; College English; *Community Colleges; Educational Quality; Educational Trends; Futures (of Society); High Risk Students; Honors Curriculum; *Instructional Improvement; *Learning Strategies; School Holding Power; Student Attrition; *Teaching Methods; Two Year Colleges; Vocational Education; Weekend Programs; Writing Strategies

This journal is designed to provide a forum for faculty and staff in the Maricopa Community College District (MCCCD) to exchange information about effective teaching methods for practical application and intellectual stimulation. The journal publishes articles on teaching, learning, and classroom research including those describing programs, projects, and research activities at the community college level. Following introductory statements by the Chancellor and Vice-Chancellor of MCCCD, this first edition contains the following articles: (1) "Teaching and Learning: Will We Be Ready to Face the Future?" by Linda Rosenthal; (2) "Make It Clear--Make It Correct: A Four-Step Writing Process," by Alex Joncas; (3) "Linking Honors Programs and Occupational Programs," by Alex Backus; (4) "Circle, Triangle, Rectangle," by Jane Willey; (5) "Just Be Yourself," by Joan Price; (6) "Mental Marathon: The Weekend Class," by Pam Walter and Charlcey Brabec; (6) "Retention: What Can I Do?" by Aileen Ormiston; (7) "Organizing and Relating Concepts: A Teaching Tool to Facilitate Student Learning," by Karen Atwood; and (8) "A Team Effort: An Educational Support Program for Student Athletes," by Douglas Ferguson. In addition, four educators express their points of view regarding at-risk students and their needs. (JMC)

Herber. Appendices include information on the NSBA Council of School Attorneys membership and recent publications. (LMI)

ED 321 400 EA 022 056

Niece, Richard D.

Secondary School Principals as Instructional Leaders: Their Past Influences and Current Sources for Instructional Leadership Advice and Information.

PUB DATE- Oct 89

NOTE- 15p.; Paper presented at the Annual Meeting of the Ohio Association of Secondary School Administrators (Columbus, OH, October 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Responsibility; Administrator Role; Educational Resources; High Schools; *Information Sources; Information Utilization; *Instructional Leadership; *Leadership Qualities; *Leadership Styles; *Principals; *Secondary Schools

The generation of categories of instructional leadership descriptors and the identification of past influences and current resources is the purpose of this study. Data for the first research purpose were gathered through application of Flannigan's (1954) critical incident and functional description techniques to responses of experts on instructional leadership. Data collection for the second and third purposes was through semistructured interviews with selected secondary nominated key informant principals. Data analysis of the first three phases was followed by a second conference with the principals to record case studies and to categorize past and current leadership sources. Five categories of instructional leadership and a triangularized research design were developed. Findings indicate that public school administrators were the major influence on developing instructional leaders. Other conclusions point to the importance of principals' interaction and communication with different groups and other principals, and their reliance upon professional journals as current information sources. Figures illustrate instructional leadership spheres of triangularization and different leadership styles. (24 references) (LMI)

Specific Indicators of Accountability in School District Organizations: Assessment, Profiling, Restructuring, and Redeployment of Resources.

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

PUB DATE- Mar 89

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Accountability; *Educational Assessment; Educational Environment; Educational Finance; Effective Schools Research; Elementary Secondary Education; *Evaluation Methods; Faculty Development; Long Range Planning; Motivation; Program Evaluation; Resource Allocation; School Districts; School Effectiveness; *School Readiness; *School Restructuring

Educational change depends on the development of total school system readiness. An analysis of the school evaluation process is the purpose of this report. Essential steps to determine school readiness for restructuring include the assessment, profiling, and integration of interrelated system components, which include focus and support factors. Recommendations for achieving system readiness include accurate assessment of organizational components and long-range systematic planning. (CMI)

ED 321 417 EA 022 085

Clay, Katherine; And Others

How To Build a Strategic Plan: A Step-by-Step Guide for School Managers.

Ventures for Public Awareness, San Carlos, CA.

PUB DATE- 89

NOTE- 117p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Guides; Administrator Role; Administrators; Board Administrator Relationship; Committees; *Educational Planning; Elementary Secondary Education; Guidelines; Institutional Mission; Management by Objectives; Master Plans; Meetings; Middle Management; Organizational Objectives; *Planning; Policy Formation; Teamwork; Time Management

Center.; Association on Handicapped Student Service Programs in Postsecondary Education, Ames, IA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 21p.; For the 1986 edition, see ED 268 852. Photographs may not reproduce clearly.
GRANT- G0084C3501
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036 (single copy; free); AHSSPPE, P.O. Box 21192, Columbus, OH 43221 (for more than two copies; $1.00 each, quantity discount available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); College Bound Students; *College Choice; College Preparation; *Decision Making; *Disabilities; Evaluation Criteria; High Schools

This booklet is designed to help college-bound students with disabilities organize the selection and decision-making processes in their search for an appropriate college. Topics discussed include taking stock of one's skills and abilities, setting long- and short-term goals, determining the availability of specific support services, determining access to extra-curricular programming, establishing timelines for college assessment, and questions to consider in the final stages of selection. (PB)

ED 321 433 EC 231 553

Davie, Ann R., Ed.; And Others
HEATH Resource Directory, 1989.
American Council on Education, Washington, DC. HEATH Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 89
NOTE- 37p.; For the 1987 edition, see ED 288 300.
GRANT- G0087C3052
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036 (single copy free, multiple copies $.075 each). DC 20036 (single copy free, multiple copies $0.75 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 28p.
AVAILABLE FROM- Assistant Director, Beach Center on Families and Disability, 4138 Haworth Hall, Lawrence, KS 66045 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Disabilities; *Family Involvement; *Supported Employment; Young Adults

This annotated bibliography contains two sections. The first section includes 49 nonevaluative abstracts on issues in supported employment for the disabled. The second section, containing 18 abstracts, focuses on publications of special interest to parents of young adults with disabilities. Within each section citations are arranged alphabetically by author. Publications date from 1980 to 1988. (DB)

ED 321 448　　　　　　　　EC 231 568

VanBiervliet, Alan; And Others
Consumer and Professional Involvement in Technology Planning: A State's Response to Public Law 100-407.
Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- 2 Nov 89
NOTE- 7p.; Summary of a paper presented at the Arkansas Federation of the Council for Exceptional Children (Hot Springs, AR, November 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Agency Cooperation; Appropriate Technology; Community Development; *Community Involvement; Developmental Disabilities; *Disabilities; Educational Objectives; Elementary Secondary Education; Information Services; Linking Agents; Organizational Objectives; *State Programs; *Statewide Planning; Technical Assistance; Technological Advancement; Technology Transfer

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; Computer Literacy; Computers; Computer Software Selection; Computer System Design; *Computer Uses in Education; Educational Responsibility; Elementary Secondary Education; Inservice Teacher Education; Keyboarding (Data Entry); *Mainstreaming; *Physical Disabilities; Teaching Methods
IDENTIFIERS- Morse Code

The first section of this packet consists of worksheets, exercises, software descriptions and "best practices" guidelines for teachers of students with disabilities. The second section reports on findings of a 1989 task force on transition procedures for mainstreaming of the physically impaired, including procedures for referral, eligibility, and placement, as well as "out of district" placement and several task responsibility matrices defining roles of the many support staff, adminstrators, family members, and educators who may be involved in the mainstreaming process. The third section presents guidelines for computer access observation, system design, and hardware/software selection including adaptive equipment. The fourth section covers expanded keyboard overlays highlighting story sequencing and assessment. The fourth section offers simple directions for setting up a Morse Code system appropriate to interfacing with any of several personal computer systems, with worksheets for Morse Code instruction. The final section presents an inservice training model emphasizing computer applications in the classroom. A list of contact agencies and companies is included. (PB)

ED 321 464   EC 231 584

Schery, Teris K.; O'Connor, Lisa
Using Microprocessors To Develop Communication Skills in Young Severely Handicapped Children. Final Project Report, 10/87-6/89.
PUB DATE- 15 Aug 89
NOTE- 21p.
GRANT- G008730283
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Comparative Analysis; Computer

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Diagnostic Tests; Examiners; Preschool Education; *Preschool Tests; *Speech Handicaps; *Speech Pathology; Student Evaluation; Test Format; Test Length; Test Reliability; *Test Selection; Test Use; Test Validity

This guide presents ratings of assessment instruments for use by speech-language pathologists with preschool students. Tests are reviewed in alphabetical order on forms filled out by practicing speech-language pathologists, including data on speech components covered by each test, age range, factors of norms where norms are used, reliability, validity, administration time, who administers the test, and contact/pricing information. (PB)

ED 321 480 EC 231 801

Berger, Sandra L., Ed.
Gifted Students: Flyer File.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 71p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($22.50 nonmembers; $18.00 members; Publication No. E105).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academically Gifted; Career Education; Child Advocacy; Child Rearing; Creativity; Educational Needs; Elementary Secondary Education; Flexible Progression; *Gifted; Gifted Disabled; *Individual Needs; Mathematics; Microcomputers; Minority Groups; Parent Child Relationship; Postsecondary Education; Preschool Education; Reading Instruction; Stress Management; Student Needs;

encouraged to reduce stress on gifted students by such measures as helping each gifted student develop a realistic self-concept and letting students live their own lives. Includes 10 references or resources. (DB)

ED 321 494 EC 231 815

Buescher, Thomas M.; Higham, Sharon
Helping Adolescents Adjust to Giftedness. ERIC Digest #E489.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-7
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; *Coping; *Emotional Adjustment; Expectation; *Gifted; *Individual Needs; Interpersonal Relationship; Maturity (Individuals); Secondary Education; *Self Concept; Self Evaluation (Individuals); Student Characteristics; Student Needs
IDENTIFIERS- ERIC Digests

This digest offers guidelines to parents and educators helping gifted adolescents adjust to problems related to their giftedness. Challenges to adjustment are noted in the areas of: ownership (talented adolescents simultaneously "own" and yet question the validity of their abilities); dissonance (between their high standards and their capabilities); taking risks (gifted adolescents are characteristically unwilling to take risks); competing expectations (adolescents have a variety of pressures on them from others); impatience; and premature identity (they typically attempt to achieve an adultlike identity). Coping strategies used by gifted adolescents are listed, including: accepting and using abilities to help peers do better in classes, making friends with other students with exceptional talents, and selecting programs and classes designed for gifted/talented students. Contains 12 references. (DB) when available. (JDD)

ED 321 509 EC 231 830

Efficacy of P.L. 94-142 and the Implementation of the LRE Concept. Computer Search Reprint No. C579.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 90

NOTE- 91p.; For related documents, see EC 231 831-832.

CONTRACT- RI88062007

AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C579, $16.00 nonmembers; $12.80 members).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Mainstreaming; Normalization (Handicapped); Program Effectiveness; Regular and Special Education Relationship

IDENTIFIERS- *Education for All Handicapped Children Act

The computer search reprint provides abstracts of 118 references concerned with the efficacy of Public Law 94-142 (the Education for All Handicapped Children Act) and the least restrictive environment concept. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases. Introductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists (without abstracts) eight resources not currently in the databases. (DB)

Woodward, James; Allen, Thomas
Two Analyses of the ASL to English Continuum.
PUB DATE- Nov 86
NOTE- 17p.; In: Proceedings of the Annual Meeting of the Pacific Linguistics Conference (2nd, Eugene, OR, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; Comparative Analysis; Contrastive Linguistics; *English; *Grammar; Hearing Impairments; Language Research; *Rating Scales; *Research Methodology; Structural Analysis (Linguistics); Teacher Behavior
IDENTIFIERS- *Rasch Model; Scale Analysis

A study examined English grammatical characteristics used in the signing of teachers of hearing-impaired students, using a diglossic continuum between American Sign Language (ASL) and English. Scalogram analysis or implicational scaling, a traditional tool in variation theory useful for analyzing samples where there are a small number of tokens for each linguistic characteristic, and Rasch analysis, traditionally used in scaling test items, were performed on teacher's self-reported signing behavior in two English sentences. Teachers indicated whether they would fingerspell, use a separate sign or gesture, include as part of another sign, or omit specific words in the sentences, in order to communicate the meanings of the sentences. It is concluded that Rasch analysis not only provides the same descriptive information as scalogram analysis, but that it also provides information not available through scalogram analysis. Moreover, it was found to be possible to convert information obtained with the Rasch model into a scalogram model. Since the Rasch model appears to be a more powerful tool for analyzing variation along a continuum than scalogram analysis, it would be useful for linguists analyzing variation along a continuum to begin using Rasch analysis with or instead of implicational scales. (MSE)

ED 321 524 FL 018 560

Woodward, James; Allen, Thomas
Classroom Use of ASL by Teachers.
PUB DATE- 87

development of symbolic reasoning among children in the early stages of bilingualism, and Lambert's notion of "additive-bilingualism." (Author/JL)

ED 321 539 FL 018 625

Berney, Tomi D.; Hriskos, Constantine
Great Opportunities for Optional Resources to Improve the Talents of Gifted Bilingual High School Students: Project GO-FOR-IT 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 28p.
GRANT- G008710332
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Bilingual Education Programs; *Bilingual Students; Career Counseling; Curriculum Development; *English (Second Language); Extracurricular Activities; Federal Programs; High Schools; High School Students; *Limited English Speaking; *Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Second Language Learning; Tutoring
IDENTIFIERS- *Content Area Teaching; *Project GO FOR IT NY

Project GO-FOR-IT (Great Opportunities for Optional Resources to Improve the Talents of Gifted Bilingual High School Students) provided supplemental instruction in English as a Second Language (ESL), content area subjects, and Native Language Arts (NLA) to 259 gifted, limited English proficient (LEP) students at three Brooklyn (New York) high schools. At each school, bilingual educational enrichment centers offered guidance counseling, career and college advisement, parental contact, and tutoring. The project also organized education field trips and other extracurricular activities, and participated in the publication of several student magazines. Participating students were native speakers of Haitian, Creole, Vietnamese, Chinese, Spanish or Italian who had recently immigrated to the United States. They were chosen for participation in this project based on school records, personal interviews, and letters of recommendation from teachers and guidance counselors. Project GO-FOR-IT met its ESL, attendance, and parental involvement language professionals has had an important impact on policy development. (MSE)

ED 321 555 FL 018 673

Barnett, Marva A.
More Than Meets The Eye: Foreign Language Reading. Language and Education: Theory and Practice.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-13-601345-7
PUB DATE- 89
NOTE- 244p.
CONTRACT- RI88062010
AVAILABLE FROM- Prentice-Hall Regents, Englewood Cliffs, NJ 07632.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Techniques; *Reading Research; *Reading Strategies; *Schemata (Cognition); Second Language Instruction; *Second Language Learning; Student Motivation; *Theory Practice Relationship

This monograph provides an overview of the field of second and foreign language reading research and theories. The intent of the monograph is to provoke thought about future directions for investigating the second or foreign language reading process, and to suggest productive reading pedagogy. In Part I, pertinent first language theory and research are noted focusing on its impact on second language reading theory. Reading models are presented that include both bottom-up and top-down varieties and interactive combinations of the two. In addition, a review is given of studies conducted to ascertain determining factors in second or foreign language reading, as well as a discussion of the relative importance of reader characteristics versus text characteristics with special emphasis on the role of strategy use in reading. Part II focuses on classroom applications and is directed to the teacher considering better ways to teach reading in another language to adolescents or adults already literate in one language. Methods are also discussed for analyzing readers' processes, choosing appropriate reading texts, motivating students through

NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; *Curriculum Design; Curriculum Guides; Elementary Secondary Education; Foreign Countries; Instructional Materials; Native Language Instruction; *Portuguese; Second Language Instruction; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Heritage Language; *Manitoba

This curriculum for Manitoba's heritage language instruction program in Portuguese outlines the curriculum's rationale and design and suggests techniques and materials for carrying out instruction. Introductory sections discuss suggested time allotments, oral and written evaluation methods for grades 1-6 and 7-12, general program goals, and specific objectives for each language skill area (listening, speaking, reading, writing, and cultural knowledge). Subsequent sections outline in greater detail the curricula for four grade groupings (1-3, 4-6, 7-9, 10-12), including performance objectives, minimum basic skills, and recommended texts and supplementary materials. Final sections offer suggested approaches and materials for the teaching of culture and list audio-visual support materials and teacher reference materials. (MSE)

ED 321 570 FL 018 691

English-Ukrainian Bilingual Program, Grades 1-6.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0766-8
PUB DATE- 88
NOTE- 101p.
LANGUAGE- English; Ukranian
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; Curriculum Design; Curriculum Guides; *Educational Objectives; Elementary Education; Foreign Countries; Language Proficiency; Native Language Instruction; Second Language Instruction; *Ukrainian; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *Heritage Language; *Manitoba

ED 321 584 FL 018 722

Hakuta, Kenji
Bilingualism and Bilingual Education: A Research Perspective. Occasional Papers in Bilingual Education, Number 1.
National Clearinghouse for Bilingual Education, Washington, DC.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 90
NOTE- 16p.
CONTRACT- 289004001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age; *Bilingual Education; *Bilingualism; *Cognitive Development; Educational Policy; *Interlanguage; Language Patterns; Second Language Learning; Transfer of Training; *Transitional Programs

With respect to the ultimate goal for limited English proficient students, it would appear that the policy of transitional bilingual education in the United States is explicitly non-bilingual, incorporating a minimalist form of bilingualism for the period students are in the programs, and viewing the first language as only instrumental insofar as it helps in the acquisition of English. Research in second language learning has led to the following conclusions relevant to bilingual educators: (1) the native and second language are complementary rather than mutually exclusive; (2) the native language's structural patterns have minimal influence on patterns, especially syntactic, of second language learning; (3) language proficiency is not unitary but consists of diverse skills, not necessarily correlated; (4) age may constrain some aspects of acquisition; (5) affective factors studied in other language contexts may not be relevant for English as a Second Language; (6) bilingualism is associated positively with greater cognitive flexibility and linguistic awareness; (7) language skills transfer globally rather than piecemeal; and (8) expertise in translation exists in all bilingual children, demonstrating considerable ability to transfer regardless of content. Issues for further collaborative research between researchers of bilingualism and educators of bilingual education include the discrepancy between psycholinguistic and sociolinguistic equity, valuing language diversity as a natural

ED 321 599 FL 800 148

Workplace ESL Literacy Program of the Los Angeles Herald Examiner Newspaper.
Herald Examiner, Los Angeles, CA.
PUB DATE- May 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *English (Second Language); Lesson Plans; *Literacy Education; Native Language Instruction; *Newspapers; Program Descriptions; Program Evaluation; Publicity; Spanish Speaking
IDENTIFIERS- *Workplace Literacy

This packet of materials from the Los Angeles Herald Examiner's English-as-a-Second-Language (ESL) workplace literacy program, defunct since the newspaper's closing, contains the following items: an overview of the program; a list of units and subunits; two sample lesson plans; teacher guidelines about evaluation and progress; lists of specific language competencies and subskills for each of seven learner levels; a press release describing the program; a selection of student writing samples; announcements of the program in Spanish and English; an evaluation of the program, including a timeline, description of program outcomes, and recommendations for curriculum and administration; outlines of the roles of the literacy consultant and project manager; and a recommended program timeline from early planning through evaluation and a recognition luncheon. The program was intended for newspaper employees who wanted to learn to read and write in English and Spanish, and covered workplace issues and skills such as obtaining a job, the workday routine, getting pay, workplace responsibilities, health and safety, discrimination, union participation, ethics, promotion, and education. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 600 FL 800 150

English as a Second Language Handbook for Adult Education implementation problems, and concludes with a discussion of evaluation results. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 613 FL 800 200

Van Duzer, Carol; And Others
Housekeeping ESL. Workplace Literacy Curriculum for Hotels.
Arlington County Public Schools, Va.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 90
NOTE- 91p.
GRANT- V198A80135
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Curriculum Development; Curriculum Guides; Hospitality Occupations; *Hotels; *Housekeepers; Lesson Plans; *Literacy Education; Needs Assessment; Occupational Information; Second Language Instruction; *Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy

This curriculum for hotel employees is based on the analyses of worksite tasks and interactions. Hotel housekeepers were observed on the job, supervisors were consulted, and existing resources were reviewed to determine the language and basic skills needed to effectively and efficiently perform job duties. Twelve curriculum units were developed, each based on a job task (competency) integral to carrying out the duties of the position. Each competency is then analyzed for language, knowledge, and other basic skills needed to perform a job task successfully. Each unit addresses three language proficiency levels, with vocabulary, basic skills, and culture points pertaining to all levels. This guide includes an introduction to curriculum organization and definitions, notes on use for lesson planning and evaluation, a form for assessing job task needs (coordinated with curriculum units), lesson plan form, progress report form, guide to resources cited, and curricular units. Unit topics include the following: personal identification, reading work schedules, maintaining positive guest relations, providing supplies on request, learning if and when to service a room, following job instructions or describing a job, reporting progress and performance evaluation,

ED 321 627 HE 023 316

Background Papers on HEA Reauthorization Issues.
American Council on Education, Washington, D.C. Office of Governmental Relations.
PUB DATE- Nov 89
NOTE- 50p.
AVAILABLE FROM- American Council on Education, Division of Governmental Relations, One Dupont Circle, Washington, DC 20036-1193 ($1.25 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Categorical Aid; Economically Disadvantaged; Educational Resources; *Federal Aid; *Federal Legislation; Federal Programs; Higher Education; Low Income Groups; Middle Class; Program Development; Public Policy; *Student Financial Aid
IDENTIFIERS- *Higher Education Act 1965; Reauthorization Legislation

The background papers contained in this document present preliminary recommendations intended to stimulate discussion of issues to be addressed in the reauthorization of the Higher Education Act, which since 1965 has delineated federal policies and programs governing student aid and categorical assistance to colleges and universities. The papers are the product of six task forces. Four of the task forces considered aspects of student aid; their reports deal with the need analysis and delivery system, treatment of low-income students, treatment of middle-income students, and graduate and professional programs. The other task forces examined currently authorized categorical programs: those designed to foster institutional program development (adult education, international studies, cooperative education, urban grants, Fund for the Improvement of Postsecondary Education, teacher education, and Veterans Cost of Instruction) and those intended to strengthen institutional resources (facilities, libraries, developing institutions, and historically black institutions). (JDD)

ED 321 628 HE 023 497

Russell, Susan H.; And Others

their parents are introduced to college personnel, programs, and services during a summer orientation program. A freshman summer institute is offered for educationally deficient but capable students. During the freshman year, students are given academic assistance and support through a freshman seminar with formal instruction and followup mentoring. Peer mentoring and peer tutoring, leadership programs, residence hall programming, and cross-cultural awareness events are also offered. The program has succeeded in improving retention rates. Contains 21 references. (Author/MSE)

ED 321 641 HE 023 659

Jarvis, George H.
1989 Steam Trap Survey & Maintenance Program, April 1, 1989 to February 15, 1990.
American Association of State Colleges and Universities, Washington, D.C.; Western Michigan Univ., Kalamazoo.
PUB DATE- 90
NOTE- 40p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Oriented Programs; Efficiency; *Energy Management; *Facility Improvement; Higher Education; Program Descriptions; *State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Western Michigan University

Western Michigan University has completed a one-year energy conservation project in which a campus-wide steam trap survey and maintenance program was implemented. The university uses purchased steam energy generated from coal to provide heating and other system requirements to approximately 6 million square feet of campus buildings through a ten-mile network of buried steam and condensate lines. Nearly 4,800 steam traps were surveyed under the program, with 22% of these identified as "failed" and wasting energy. The failed traps were replaced, resulting in an annual energy savings to the university of nearly 100 million pounds of

ED 321 654 HE 023 672

Simmons, Ella S.
Plan to Attract and Prepare Minority Students for Teaching.
American Association of State Colleges and Universities, Washington, D.C.; Kentucky State Univ., Frankfort.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.
PUB DATE- 90
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Academic Persistence; Community Colleges; *Dropout Prevention; Higher Education; High Schools; Institutional Cooperation; Intercollegiate Cooperation; Mentors; *Minority Groups; Program Descriptions; Scholarships; School Community Relationship; School Orientation; Secondary Education; State Universities; *Student Recruitment; *Teacher Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Kentucky State University

The project's objectives included: (1) increasing the enrollment and retention of academically talented students in teacher education programs at Kentucky State University (KSU), and (2) enhancing communication and collaboration between the university and key stakeholders in the community (parents and business, education, and policy leaders). The program's success depended on collaboration among KSU, a community college, and high schools in the state to prepare academically talented minority students for careers in teaching. KSU faculty members visited high schools to talk with students and provide them with information about the myths and facts of teaching. Students were invited to the KSU campus for a Teacher Education Day and other orientation events. This allowed prospective students to speak with currently-enrolled teacher education students and to talk further with faculty regarding teaching as a career. Many students enrolling at the university and indicating teaching as their possible major were awarded teacher education scholarships. All enrollees in the teacher education program were assigned a special mentor and/or advisor who is responsible for monitoring their academic progress. In addition, KSU administrators sought an agreement with local

Specialty Center (AMSPEC)" (Arthur S. Gloster II and Arthur J. Chapman); and "Meta-Lenses for Academic Computing in a Small University: Examining Past Progress and Problems, Future Promises and Perils" (M. S. Vijay Kumar). Most of these papers are preceded by an abstract. (DB)

ED 321 667 HE 023 685

Managing Information Technology: Facing the Issues. Track VII: Applications and Technology Issues.

CAUSE, Boulder, Colo.

PUB DATE- 90
NOTE- 79p.; In: Managing Information Technology: Facing the Issues. Proceedings of the 1989 CAUSE National Conference; see HE 023 678.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (entire proceedings only: $45.00 members, $75.00 non-members.)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Counseling; Higher Education; *Information Management; Information Retrieval; *Information Systems; Local Area Networks; Organizational Development; Student Records; *Technological Advancement
IDENTIFIERS- Boston College MA; Carnegie Mellon University PA; *CAUSE National Conference; Cuyahoga Community College OH; Louisiana State University; Massachusetts Institute of Technology; Medical College of Wisconsin; University of Virginia

Eight papers making up Track VII of the 1989 conference of the Professional Association for the Management of Information Technology in Higher Education (known as CAUSE, an acronym of the association's former name) are presented in this document. The focus of Track VII is on applications and technology issues, and the papers include: "The Effect of Relational Database Technology on Administrative Computing" (Cynthia Golden and Dorit Eisenberger); "On-Line CD-ROM Access in a Digital Environment" (Kent C. Brodie and Carla T. Garnham); "U-VIEW: Student Access to Information Using ATMs" (John J. Springfield); "Implementing a Centralized Directory at LSU" (Emilio A. Icaza and Ouida H. Carroll); "Out of the Blue and into the Black: A Case Study of MIDAS" (Timothy J. McGovern); "A Voice Bulletin Board System for Career Placement" (Norman L. Thienel); "A Counseling Reservation

ED 321 682 HE 023 700

Williford, A. Michael
Using Student Involvement in Value-Added Outcomes Assessment. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 30p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; College Freshmen; *College Outcomes Assessment; Comparative Analysis; Higher Education; Institutional Research; Longitudinal Studies; *Outcomes of Education; Questionnaires; Research Methodology; *Student Evaluation; *Student Participation
IDENTIFIERS- *AIR Forum; Student Surveys

Four different college classes at a midwestern university were surveyed in both their freshman and their senior years, with data collected from 2,069 students (a 72% response rate). A student involvement questionnaire (IQ) was used to demonstrate the merit of studying student involvement in a value-added outcomes assessment program by defining components of involvement and investigating change from the freshman to the senior year. Repeated measures multivariate analysis of variance (MANOVA) was performed on factors of academic involvement, social involvement, and goal commitment and satisfaction to determine whether significant change from the freshman to the senior year occurred, controlling for students' personal characteristics. Increases in involvement were found in extracurricular activities, satisfaction and commitment, academic contacts with faculty, and academic activities. Decreases in involvement were found in social peer activities. Using student involvement as a value-added outcome in educational assessment is discussed. Contains 39 references. (GLR)

ED 321 683 HE 023 701

Terenzini, Patrick T.; Pascarella, Ernest T.
Twenty Years of Research on College Students: Lessons for Future Research. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; Literature Reviews; Qualitative Research; *Research Methodology; *Research Needs; *Research Problems; Student Characteristics; *Student College Relationship; Student Welfare
IDENTIFIERS- *AIR Forum; Impact Evaluation

A review of more than 3,000 books, monographs, journal articles, papers and other reports was conducted to discover what kinds of design, measurement, and analytical lessons have been learned as a result of the enormous volume of college-impact-on-student studies that have been published in the last 20 years and to determine how these lessons might help researchers in this area to be more effective. Eight "lessons" are discussed which are meant to offer a constructive critique of current research designs, methods, and substantive foci; in addition, a constructive critique is offerred suggesting ways in which that research might be made more rigorous, informative, and supportive of educational program and policy decision making. It is suggested that greater efforts be made in the following eight tasks, which are examined in detail: (1) differentiating between simple change occurring in students during the college years and the "net effects" of college, (2) better estimating the magnitudes of college effects, (3) better examining when student change occurs, (4) better exploration into measuring indirect as well as direct collegiate effects, (5) more focus on college's effect coming about because of specific student characteristics (race, age, etc.), (6) making greater use of qualitative research methods, (7) expanding the theoretical perspectives that guide research and assessment study designs, and (8) greater focus on the effects of the academic program and the teaching-learning process on students overall. Contains 10 references. (GLR)

Extensive appendixes include quarterly progress reports, the course outlines, the attitude survey, and statistical data. Contains 54 references. (DB)

ED 321 710 HE 023 729

Boshuizen, Henny P. A.; Schmidt, Henk G.
Biomedical Knowledge and Clinical Expertise.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related documents, see HE 023 731-734, ED 284 497 and ED 286 527.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Cognitive Structures; Decision Making; Experiential Learning; Higher Education; *Knowledge Level; *Medical Education; Medical Students; *Physicians; *Problem Solving; *Theory Practice Relationship
IDENTIFIERS- *Experts

A study examined the application and availability of clinical and biomedical knowledge in the clinical reasoning of physicians as well as possible mechanisms responsible for changes in the organization of clinical and biomedical knowledge in the development from novice to expert. Subjects were 28 students (10 second year, 8 fourth year, and 10 fifth year) and 10 family physicians with at least 4 years of experience. Subjects were presented with either a typical or atypical case of pancreatitis which they were to diagnose while thinking aloud and then to describe by writing out the pathophysiological processes they believed to underlie the case. Level of expertise correlated with number of case findings subjects responded to with knowledge application propositions. Fourth year students applied the most knowledge propositions and fifth year and experienced physicians the least. Results suggested that the overt role of biomedical knowledge in expert clinical reasoning is virtually absent, though this knowledge has not decreased but increased. Comparison of the overlap between applied and available knowledge suggested that, in approaching the unstructured information of the atypical case, clinical knowledge was preferred over biomedical knowledge. It is concluded that biomedical knowledge becomes increasingly integrated

ED 321 724　　　　　　　　　　HE 023 834

Mauch, James E.; And Others
The Emeritus Professor: Old Rank, New Meaning. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-90-2
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Rank (Professional); *Aging in Academia; *Faculty College Relationship; Higher Education; Negotiation Agreements; *Retirement; Teacher Employment Benefits; Teacher Rights; *Teacher Role; Trend Analysis
IDENTIFIERS- *Emeritus Professors; ERIC Digests; Faculty Status

This digest summarizes issues raised in a research report on the academic rank of the emeritus professorship and retirement. Among the questions addressed are: What prompts an interest in the emeritus status? What trends presage its restructuring? What changes in the emeritus rank are likely? How might a new emeritus rank help solve problems of abolishing a compulsory retirement age? and What should colleges and universities do? The interest in emeritus status is now coinciding with the demise of compulsory retirement. Recent studies illustrate how personnel procedures can utilize fresh conceptions abut the meaning of emeritus status to the mutual benefit of faculty and institution. Trends show the number of emeriti is large and growing, they are becoming more assertive, and they are organizing. Changes in emeritus status would include a part-time working rank, the benefits of which would be negotiated on an individual basis within stated institutional policy. Several problems will emerge if compulsory retirement is

ED 321 738 IR 014 500

Research on Open Learning and New Technology at the University of Aalborg, Denmark.
Aalborg Univ. (Denmark).
PUB DATE- Mar 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; *Distance Education; Foreign Countries; Higher Education; Humanities; Interdisciplinary Approach; *Open Education; *Teleconferencing
IDENTIFIERS- Denmark; Jutland Open University (Denmark)

This publication is a short description of the research milieu at Aalborg University (Denmark) dealing with open learning and new technology, especially project pedagogy and distance education. Two main projects are described: (1) PICNIC (Project in Computer Networks in Distance Education Curricula), a project in the humanities which focuses on the use of computer conferencing in distance education; and (2) TNP (Technology and New Pedagogy in Open Learning), an interdisciplinary project which utilizes a variety of media other than computer conferencing systems and touches on subjects other than the humanities. (GL)

ED 321 739 IR 014 501

Braden, Roberts A., Ed.; And Others
Perceptions of Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (21st, Scottsdale, Arizona, October 1989).
International Visual Literacy Association, Bloomington, IN.
REPORT NO.- ISBN-0-945829-02-9
PUB DATE- 90
NOTE- 348p.

Castle, Shari; And Others

Beyond Access: Use of R&D Resources in the NEA Mastery in Learning Project.

PUB DATE- Apr 90
NOTE- 74p.; Paper presented at the Annual Meeting of the American Education Research Association (Boston, MA, April 16-20, 1990). Appendix D will not reproduce well due to very light dot-matrix print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Information Needs; *Information Sources; *Research and Development; *Research Utilization; *Teachers; *Theory Practice Relationship

This paper describes the use of educational research and development resources by practitioners within the National Education Association's Mastery in Learning Project (MIL), a 5-year national second wave reform effort. Four research questions were addressed: (1) What are practitioners' information needs over time in the context of research-based school reform? (2) From where did practitioners' information come? (3) To what extent were the practitioners satisfied with the information they received? and (4) What are practitioners' information needs for the future? Data sources include documentation of materials mailed to practitioners in 24 of MIL's schools, annual reports from each school, computer network activity analysis, and the results of an information-use survey. Practitioners' need for research and development was categorized by teaching function. Results indicate that 21% were concerned with the executive functions, 14% with the interactive functions, and 66% with the organizational functions of teaching. The extent to which practitioners' information came from three Office of Educational Research and Improvement (OERI) sources was reported to be "none" for 52%, "some" for 30%, "a lot" for 3%, and "most" for .77%. Implications are: (1) teachers consider educational improvement to be primarily affected by changes in the school-wide organization; (2) teachers have great confidence in the wisdom of practice and rely principally on each other for information on topics of concern; and (3) the computer network shows potential for linking that practical wisdom with research findings. Data are presented in 15 tables and five figures, and instruments used in the study are appended. (19 references) (GL)

ED 321 766   IR 014 638

Directory of Regional Educational Resource Organizations in the Mid-Atlantic Region.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 130p.
CONTRACT- 400-86-0003
AVAILABLE FROM- Research for Better Schools, 444 N. Third Street, Philadelphia, PA 191234 ($31.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clearinghouses; Educational Development; *Educational Resources; *Education Service Centers; Elementary Secondary Education; Higher Education; *Regional Programs; Research and Development Centers; State Departments of Education; Tables (Data)
IDENTIFIERS- *United States (Mid Atlantic States)

This directory presents 1989 information on a census of educational research and development and service improvement organizations in the Mid-Atlantic region (Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania). The introduction describes survey methodology and provides an overview of the research and development organizations in the region in terms of the type of organization, services, expertise, and clients. An explanation of how to use the directory and sections presenting brief descriptions and directory information on state departments of education, intermediate service agencies, and ERIC clearinghouses serving the area follow. Listings of the 94 regional educational resource organizations comprise the main section of the directory. A resume is provided for each organization which contains the following information: name, address, telephone number, and contact person; year founded; type of agency; services offered; areas of expertise; client groups; costs for services; staff size; and a brief description of the agency, its focus and workscope, activities, and services. Agencies are indexed by primary services and primary areas of expertise. A copy of the survey instrument is appended. (MES)

ED 321 780 JC 900 327

Program Based Funding. California Community Colleges.
California Community Colleges, Sacramento. Board of Governors.
PUB DATE- Mar 90
NOTE- 105p.; Part III was prepared by MPR Associates, Inc., Berkley, California.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Educational Legislation; *Full State Funding; Models; *Program Budgeting; *Resource Allocation; School District Spending; *Standards; State School District Relationship; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Prepared in response to the legislative mandate contained in California's Education Code, this report on program-based funding in the California community colleges recommends criteria and standards for the purposes of making budget requests to the governor and legislature for the colleges and allocating state general apportionment revenues. Part I discusses the elements of program-based funding and the relationship among them. Individual sections focus on the major categories for operating community colleges (instruction, instructional services and libraries, student services, maintenance and operations, and institutional support); standards for level of service and the corresponding funding deemed appropriate for each category; target allocation; standard allocation, using a workload measure in each category; minimum funding level; and equalization. Part II presents relevant legislation; a program-based funding standard allocation formula; workload measures; 1988-89 funding standards; a comparison of current formula revenue and standard allocations; and a program-based method of allocating program improvement funds. Part III contains a background report on the development of the program-based funding model for California community colleges. The four chapters in this report explain: (1) the deficiencies of the existing system, the search for a new approach, and the work of the Task Force and Ad Hoc Committee on Community College Financing Reform; (2) the advantages and disadvantages of program-based funding; (3) the program-based funding model, including sections on economy of scale factors and issues of implementation; and (4) simulations of program-based funding. (JMC)

ED 321 793 JC 900 379

Spangler, Mary S.
Part-Time Faculty: Recognizing an Unprotected Minority.
PUB DATE- 1 Aug 90
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjunct Faculty; Community Colleges; Employment Practices; Faculty College Relationship; Faculty Workload; Financial Problems; *Full Time Faculty; Nontenured Faculty; *Part Time Faculty; Teacher Effectiveness; Teacher Employment; Teacher Qualifications; Teacher Role; Two Year Colleges

Cost-saving considerations, the threat of declining enrollments, and efforts by community colleges to be responsive to their communities have created a temporary staff maintained on a relatively permanent and continuing basis. Between 1975 and 1983, roughly two new part-time positions were created for every new full-time position. Rather than fostering excellence, the extensive use of non-tenure track teachers compromises educational excellence by exploiting those teachers waiting for permanent positions. While the hiring of part-time instructors does carry cost and flexibility benefits, numerous problems arise when part-timers are unfamiliar with their institution's mission, philosophies, and academic policies and full-time faculty are forced to bear much of the administrative and advising burden generated by part-timers. Statistics collected from reading and writing examinations given at Los Angeles Valley College have shown that students taught by part-timers do not perform as well as students taught by full-timers. Because of the demands of other employment, part-timers may be unable, unprepared, or unwilling to give students the attention they require. Part-time instructors themselves rarely receive the financial compensation and fringe benefit packages offered to full-time instructors. In order to strengthen proficiency in part-time teachers, institutions should: (1) hire temporary faculty at least 4 months prior to service; (2) distribute information about policies and procedures; (3) recognize part-timers' professional status; (4) provide support services; (5) create a mentor program within the department; and (6) develop a meaningful orientation process. Institutional priorities must be reordered in order to solve the problems associated with part-time faculty. (JMC)

ED 321 401 EA 022 059

Clynes, Roger
Adaptability and Flexibility in Educational Facilities: Conclusions of a Seminar (Leicester, United Kingdom, June 19-22, 1989).
Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.
REPORT NO.- SME-PEB-90.1
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); Architectural Research; *Building Design; Building Innovation; *Building Plans; Construction (Process); Construction Costs; Construction Management; Design; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Flexible Facilities; Foreign Countries; Physical Environment; Safety
IDENTIFIERS- *United Kingdom

The development of adaptable and flexible educational buildings and facilities to support changes in educational systems is the subject of this report. A summary of a seminar sponsored by the Organisation for Economic Cooperation and Development (OECD) comprises the first part of this report. Issues discussed include the nature of change and implications for building design, cost, quality control, increasing people's awareness, and the building process. The second part presents a report based on a study of recent examples of developments in OECD member countries. Topics addressed include not only new building design, but also the adaptation and improvement of existing ones, health and safety considerations, cost and management issues, informational technological concerns, and environmental aspects. The appendices include a list of contributors to the seminar and addresses of OECD publications sources. (LMI)

ED 321 402 EA 022 061

Strategic planning techniques for administrators, with a focus on process managers, are presented in this guidebook. The three major tasks of the strategic planning process include the assessment of the current organizational situation, goal setting, and the development of strategies to accomplish this. Strategic planning differs from long-range planning, in that it is based on the assumption that the future will be very different from the present. Advantages of strategic planning are creativity, flexibility, simplicity, participative decision making, and rationality. A strategic planning model to be implemented by a process manager and school district planning team is described. The 10 stages of the model are outlined in detail, some of which involve the process manager role, committee selection, goal setting, and assessment of the external and internal environments. Appendices to each section provide samples, information sheets, and worksheets to facilitate collaboration and productive decision making. (8 references) (LMI)

ED 321 418 EA 022 096

Business Management Practices and Requirements for Colorado School Districts: An Overview of Selected Colorado Business Management Practices and Requirements.

Colorado State Dept. of Education, Denver.

PUB DATE- Jan 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accounting; *Budgeting; Business Administration; Compliance (Legal); *Educational Finance; Elementary Secondary Education; Financial Audits; *Financial Policy; Legal Responsibility; Long Range Planning; Money Management; Program Budgeting; Public Policy; Recordkeeping; Records (Forms); Resource Allocation; School Business Relationship; School Districts; *State Legislation
IDENTIFIERS- *Colorado

Guidelines to help school district supervisors and business management personnel implement state-required financial policies and procedures are presented in this report. Steps to comply with Colorado regulations for budgeting, accounting, reporting, and auditing processes are discussed. Figures illustrate the budgeting cycle and schedule. (LMI)

DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Daily Living Skills; *Disabilities; Federal Regulation; *Financial Support; *Legal Aid; Mainstreaming; *Postsecondary Education; Residential Institutions; Social Support Groups
IDENTIFIERS- Department of Education Regional Offices

This directory presents over 150 annotated references and resources with contact information for post-secondary education and training of persons with disabilities. Pertinent laws and regulations are described and Department of Education Regional Technical Assistance Offices listed for availability of additional materials. Resources are divided into materials on: access and awareness (access to careers, education, and programs); architectural access; family support; and across-disability organizations); disability-specific resources; community integration (rehabilitation, independent living, and employment); technology; funding; and legal assistance. A selective listing of toll-free telephone service numbers is also included. (PB)

ED 321 434 EC 231 554

Make the Most of Your Opportunities: A Guide to Postsecondary Education for Adults with Handicaps.
American Council on Education, Washington, DC. HEATH Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 9p.; Updates ED 270 590.
GRANT- G0087C3052
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission (School); Adults; Adult Students; Advocacy; College Choice; *Decision Making; *Disabilities; *Educational Opportunities; High Schools; Nontraditional Students; *Postsecondary Education; School Choice; *Student Personnel Services

This guide is designed to help disabled students of all ages who are thinking about continuing their education after high school. It contains practical suggestions to assist in managing the daily challenges that arise. The guide focuses on expressing one's needs, being open to change, practicing self-advocacy, planning ahead, IDENTIFIERS- *Arkansas; *Technology Related Assistance Individid Disabil Act

This paper summarizes principles of the Technology Access for Arkansans project initiated in 1989 to: (a) identify needs and quality of technology provisions in Arkansas; (b) disseminate information about appropriate technology and funding; (c) educate Arkansans about technology and advocacy; (d) develop a coordinated state plan for technology; and (e) provide technical assistance to the state Developmental Disabilities Planning Council. Interagency linkages and program goals are discussed, as are initiatives to maximize involvement by persons with disabilities and other community members in consumer and planning committees. (PB)

ED 321 449 EC 231 569

Parette, Howard P., Jr.; VanBiervliet, Alan

Ultimate Functioning of Persons with Speech Problems: Technology Use Patterns and Needs.

Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.

SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.

PUB DATE- Jan 90

NOTE- 23p.

GRANT- 89-554

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accessibility (for Disabled); Access to Education; Access to Information; Appropriate Technology; *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Credit (Finance); *Disabilities; Elementary Secondary Education; Financial Support; Information Services; Questionnaires; *State Surveys; *Travel

IDENTIFIERS- *Arkansas

A questionnaire examining consumer needs, spending, travel, credit options and utilization practices in adaptive/assistive and educational technology was answered by 2,201 Arkansans with disabilities of all ages. This paper focuses on data on respondents with speech impairments, although most respondents reported multiple handicaps. While most respondents expressed satisfaction

Assisted Instruction; *Computer Literacy; *Computer Uses in Education; Early Childhood Education; Elementary Education; Interpersonal Competence; *Microcomputers; *Severe Disabilities; Teaching Methods; *Vocabulary Development

This project trained 52 severely handicapped children (ages 3-12) on communication skills using microprocessor technology. Data analyses showed discernible effect of the additional computer training when compared to regular classroom communication training alone. Effects were strongest on a direct criterion-referenced measure of vocabulary taught. A cluster of more general language measures taken by the researchers, classroom teachers, and parents also detected significant benefits to the computer enhancement condition. Benefits of this training were also notable on teacher and parent measures of social interaction skills. (PB)

ED 321 465 EC 231 585

Wilson, Richard, Ed.
Narrowing the Gap between Research and Practice. Special Edition.
Texas Univ., Austin. Dept. of Special Education.
PUB DATE- 89
NOTE- 47p.; Produced by the Council for Learning Disabilities.
AVAILABLE FROM- Council for Learning Disabilities, P.O. Box 66204, Overland Park, KS 66204 ($35.00 membership dues includes journal).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Attention Deficit Disorders; Behavior Problems; *Classroom Techniques; Computer Assisted Instruction; Decoding (Reading); Elementary Secondary Education; Hyperactivity; Interpersonal Competence; *Learning Disabilities; Listening Skills; *Research and Development; Research Utilization; Self Control; *Special Education; Study Skills; *Teaching Methods; *Theory Practice Relationship; Writing Instruction
IDENTIFIERS- Curriculum Based Assessment

This monograph summarizes recent research on the education of learning disabled students. After an introduction by the editor, individual articles include: "Teaching Listening Skills" (Linda Higbee Mandlebaum and Richard Wilson); "Study-Skills Instruction for Students with Learning Disabilities" (Deborah Gartland); "Attention Deficit/Hyperactivity Disorder: Management and Intervention Approaches for the Classroom Teacher" (Audrey

Summer Programs; *Talent; Talent Identification; Underachievement

This collection of 20 digests on gifted students is intended to provide practical information for students themselves, their families, professional educators, community groups, and others. Resources, hints and tips, and suggestions for additional reading are included in most digests. Digests have the following titles and authors/primary contributors: "Giftedness and the Gifted: What's It All About?" (D. W. Russell and others); "Helping Your Highly Gifted Child" (Stephanie Tolan); "Underachieving Gifted Students" (James Delisle and Sandra Berger); "Gifted but Learning Disabled: A Puzzling Paradox" (Susan Baum); "Meeting the Needs of Gifted and Talented Minority Language Students" (Linda Cohen); "Guiding the Gifted Reader" (Judith Wynn Halsted); "Discovering Mathematical Talent" (Richard Miller); "Personal Computers Help Gifted Students Work Smart" (Geoffrey Jones); "Fostering Academic Creativity in Gifted Students" (Paul Torrance and Kathy Goff); "Developing Leadership in Gifted Youth" (Frances Karnes and Suzanne Bean); "Mentor Relationships and Gifted Learners" (Sandra Berger); "Nurturing Giftedness in Young Children" (Wendy Roedell); "Helping Gifted Students with Stress Management" (Leslie Kaplan); "Helping Adolescents Adjust to Giftedness" (Thomas Buescher and Sharon Higham); "College Planning for Gifted and Talented Youth" (Sandra Berger); "Discovering Interests and Talents through Summer Experiences" (Cindy Ware); "Career Planning for Gifted and Talented Youth" (Barbara Kerr); "Fostering the Postsecondary Aspirations of Gifted Urban Minority Students" (Margaret McIntosh and M. Jean Greenlaw); "Supporting Gifted Education Through Advocacy" (Sandra Berger); "Readings and Resources for Parents and Teachers of Gifted Children" (Sandra Berger, Comp.); "Meeting the Needs of Able Learners through Flexible Pacing" (Neil Daniel and June Cox). (DB)

ED 321 481 EC 231 802

Giftedness and the Gifted: What's It All About? ERIC Digest #E476.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 5p.

CONTRACT- RI88062007

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

ED 321 495 EC 231 816

Berger, Sandra L.
College Planning for Gifted and Talented Youth. ERIC Digest #E490.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-8
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Aspiration; Career Guidance; *College Admission; College Bound Students; *College Choice; *Educational Counseling; *Gifted; Higher Education; *School Guidance; Secondary Education; Self Evaluation (Individuals); *Student Needs
IDENTIFIERS- ERIC Digests

This digest provides students, parents, and educators with guidelines to help gifted students in the college planning process. As learning about oneself and career options is essential to college planning, a 6-year program of guidance activities is outlined for grades 7-12. Learning about colleges is discussed in terms of two steps, the first involves collecting general information by reading, talking with people, and visiting colleges; and the second involves analyzing and evaluating that information. Briefly noted are the following factors considered by colleges in selecting students: academic performance; academic rigor (including depth of study, quality, balance, and trends); consistency; performance on standardized tests; extracurricular activities and other supporting material; community service; recommendations; and the application essay. (DB)

ED 321 510 EC 231 831

The Regular Education Initiative: Rationales for and Against. Computer Search Reprint No. C580.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 90

NOTE- 94p.; For related documents, see EC 231 830-832.

CONTRACT- RI88062007

AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C580, $16.00 nonmembers; $12.80 members).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Government Role; *Mainstreaming; Normalization (Handicapped); Program Effectiveness; *Regular and Special Education Relationship

The computer search reprint provides abstracts of 122 references concerned with rationales for and against the Regular Education Initiative. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Children Education Resources) databases. Introductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists (without abstracts) 32 resources not currently in the databases. (DB)

ED 321 511 EC 231 832

Practices Consistent with the Regular Education Initiative. Computer Search Reprint. No. C581.

NOTE- 11p.; Paper presented at the American Sign Language Research and Teaching Conference (Newark, CA, April 1986). Supported in part by Sign Language Research, Inc.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; *Classroom Communication; *Hearing Impairments; *Language of Instruction; Language Research; Mathematics Instruction; Reading Instruction; Social Studies; Surveys; *Teacher Behavior

A study investigated the actual classroom use of American Sign Language (ASL) by 1,888 reading, mathematics, and social studies teachers of 4,500 hearing-impaired students. When asked directly, 140 teachers replied that they use ASL in the classroom. However, analysis of responses to a series of questions about specific communication behavior reduced this number to 25 teachers who may be using ASL and six who probably are. Questions addressed the use of signs in combination with speech; choice of fingerspelling, sign or gesture, or omission of specific words in a sentence; signing type; and use of lip movement. Results suggest that ASL is not as widely used in the classroom as is reported, and do not support the belief that awareness and use of ASL are increasing. It is also concluded that many teachers still do not know the difference between ASL and English. (MSE)

ED 321 525 FL 018 563

Rubin, Donald L.
Sociolinguistic Test Item Review.
SPONS. AGENCY- Auburn Univ., Montgomery, AL. Center for Business and Economic Development.
PUB DATE- Jun 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Dialects; Dialect Studies; English; *Item Bias; Language Research; *Multiple Choice Tests; *Nonstandard Dialects; Testing; *Test Items; *Test Validity

Because the language of a multiple choice test is formal and often unfamiliar, certain linguistic features may lead a test-taker to objectives, but failed to meet the objectives set for achievement in content area subjects. No data was submitted to allow evaluation of the projects success at meeting goals for curriculum/staff development. (JL)

ED 321 540 FL 018 626

Martinez, Margaret Perea
Modern & Classical Languages: K-12 Program EValuation 1988-89.
Albuquerque Public Schools, N. Mex.
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classical Languages; Curriculum Guides; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; *Modern Languages; Parent Attitudes; Program Descriptions; *Program Evaluation; *Second Language Programs; Spanish; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Albuquerque Public Schools NM

This evaluation of the modern and classical languages programs, K-12, in the Albuquerque (New Mexico) public school system provides general information on the program's history, philosophy, recognition, curriculum development, teachers, and activities. Specific information is offered on the different program components, namely, the elementary Spanish program and the middle and high school language programs. Information on each of these programs is presented, including a program description, number of students served, curriculum guides, instructional materials, methodology, and inservice teacher training. (JL)

ED 321 541 FL 018 627

Tannacito, Dan J., Comp.
Second Language Acquisition: Selected, Annotated Bibliographies on Japanese, Chinese, Thai, Indic, Spanish and Arabic Learners of

self-selected reading, moving beyond reading comprehension to literary analysis, adapting textbooks when necessary, and testing reading. (GLR)

ED 321 556 FL 018 675

Tallmadge, G. Kasten; And Others
Bilingual Education Evaluation System. User's Guide, Volume I, Recommended Procedures and Volume II, Technical Appendices.
RMC Research Corp., Mountain View, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 87
NOTE- 228p.; For related documents, see ED 291 650, FL 018 677, and FL 018 631.
CONTRACT- 300-85-0140
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Administrator Guides; *Bilingual Education Programs; Classroom Observation Techniques; Data Collection; Data Processing; Elementary Secondary Education; *Evaluation Methods; Interrater Reliability; *Outcomes of Education; Program Effectiveness; *Program Evaluation; Regression (Statistics); Research Design; Standardized Tests; *Statistical Analysis; Technical Writing; *Testing Problems; Test Reliability; Translation
IDENTIFIERS- *Bilingual Education Evaluation System; Extrapolation

The Bilingual Education Evaluation System was developed to help local bilingual education projects overcome evaluation obstacles and design sound, useful evaluations within the constraints of available funding and with responsiveness to current federal legislation and regulations. The evaluation system proposed involves a process component, an outcome component, and procedures for integrating them. An innovative element is a gap-reduction design for assessing student outcomes. This element assesses the academic growth of project participants relative to one of two recommended comparison groups: national norms or non-project students in the same grade. The user's guide to the evaluation system consists of two volumes. The first volume contains all of the system's procedures and practices. The system is divided into nine steps, each corresponding to a chapter of this volume: assuring that the project is evaluable; planning the evaluation;

This curriculum for Manitoba's bilingual heritage language instruction program in Ukrainian outlines the objectives, content, and design of instruction of the bilingual program, open to all children regardless of language background. Introductory sections describe the program's rationale, goals, and objectives, and provide notes on program implementation, student evaluation, and curriculum adaptation for special needs. Three subsequent sections include the following: (1) the general cognitive and language goals and specific objectives in each language skill area (listening, speaking, reading, and writing) at each grade level; (2) a scope and sequence chart of linguistic skills, entirely in Ukrainian, for each grade level; and (3) minimum vocabulary acquisition lists, in Ukrainian, and phrase lists, in English and Ukrainian, for grades 1-3. (MSE)

ED 321 571 FL 018 692

Seidlhofer, Barbara
Summary Judgments: Perspectives on Reading and Writing.
PUB DATE- 90
NOTE- 19p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; English (Second Language); Foreign Countries; Higher Education; Integrated Activities; *Reading Skills; Second Language Instruction; Writing Exercises; *Writing Instruction; *Writing Research
IDENTIFIERS- *Summarization

The activity of summarization relates discourse comprehension and production in a particularly striking way: it derives writing from reading, in that the rendering of a text depends on its previous interpretation. There are two very different kinds of summaries including: abbreviated versions and brief accounts. An abbreviated version is the product of a language exercise, operating on the level of the language system by changing structures. A brief account is the product of a social activity, operating on the level of language use by interpreting the propositional meaning and the writer's intention and reformulating it for a different reader. An empirical study of English summaries by Austrian university resource, assessment of bilingual students, and developing an international perspective. (MSE)

ED 321 585 FL 018 727

Nilsen, Thor Sigurd
Do You /Ond 'taend? An Error Analysis of Norwegian Students' Pronunciation of English.
PUB DATE- Apr 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; *English (Second Language); *Error Analysis (Language); Foreign Countries; Higher Education; *Language Tests; *Norwegian; *Phonemes; *Pronunciation; Student Characteristics; Uncommonly Taught Languages
IDENTIFIERS- Allophones; *Telemark College (Norway)

This preliminary report of an English-as-a-Second-Language (ESL) pronunciation test carried out at Telemark College in Norway is first of all a description of the difficulties Norwegian students have with regard to the pronunciation of Received Pronunciation (RP) vowels and consonants. An attempt also is made to predict areas of possible difficulty by comparing the phoneme systems of Norwegian and English. Specific sections provide information on the following: (1) the background of the students; (2) the ESL course at Telemark College; (3) the pronunciation test; (4) the differences between standard Easter Norwegian and RP, and (5) allophonic problems confronting Norwegian students of ESL. (VWL)

ED 321 586 FL 018 806

Byrnes, Heidi
Foreign Language Program Articulation from High School to the University. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),

Instructors.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0856-x
PUB DATE- 90
NOTE- 39p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Students; Cognitive Style; Counseling Services; Curriculum Design; *English (Second Language); Guidance Programs; *Instructional Effectiveness; Instructional Materials; *Language Teachers; Lesson Plans; *Literacy Education; Needs Assessment; Noninstructional Responsibility; Program Descriptions; Program Design; Second Language Instruction; *Second Language Programs; Student Characteristics; Teacher Characteristics; Teacher Qualifications; Teaching Guides; Teaching Methods; Textbook Evaluation; Vocational English (Second Language)
IDENTIFIERS- Content Area Teaching

This handbook is designed to assist classroom teachers of English as a Second Language (ESL) in meeting the needs of their adult students. The handbook is intended for use in a variety of settings and with a variety of teaching styles. The first chapter discusses adult learners' characteristics and the factors affecting their learning. The second chapter looks at program components and considerations, including counseling and guidance, life skills, vocational ESL, academic curricula, comprehensive curricula, and textbook evaluation and selection. Chapter 3 describes several ESL teaching methods and discusses content area instruction, learning styles, and lesson planning. Chapter 4 describes the characteristics and background of effective ESL instructors, assessment of instructional strength, and means of professional growth. The fifth chapter examines aspects of adult programming to help instructors understand local programs and assist in designing orientation procedures, focusing on curriculum and materials, teachers' non-instructional responsibilities, placement and attendance, accounting, and personnel and finances. Appended materials include a sample ESL needs assessment, a sample textbook evaluation form, lesson plans for three proficiency levels, an outline of teaching methodologies, and a list of characteristics of effective lessons. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education) reporting lateness or absence, giving directions to places within the hotel and vicinity, reporting and preventing accidents and emergencies, reporting problems or repairs needed, and reading paychecks. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 614 FL 800 215

Grijalva, Osvaldo; And Others
Writing To Learn. Teachers' Corner. Writing-Edition Processes.
El Paso Community Coll., TX. Literacy Center.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Childrens Literature; Editing; *Literacy Education; *Reading Materials; Student Participation; Writing Exercises; *Writing Instruction; Writing Processes

A group of four brief papers provides ideas for teachers of writing and reading. "Writing to Learn" (Osvaldo Grijalva) focuses on writing as a process emphasizing experience and participation, and compares the traditional approach to writing instruction with a learning-process-oriented approach. "Teachers' Corner" (Rogelio Chavira) lists possible topics for writing exercises. In "Writing-Editing Processes" (Kay Taggart), student involvement in the writing and editing process is recommended to help students see the link between correct usage and their own individual ideas. Examples from one tutor's interaction with a student are provided. "Big Kids' Books" (Kay Taggart) describes how good children's literature can provide adult themes, storylines, and language usage, and may be used also as a point of departure for creative writing. Criteria for selecting children's literature for adult use are outlined, and eight useful books are listed and annotated. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 615 FL 800 217

Faculty in Higher Education Institutions, 1988. Contractor Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-365
PUB DATE- Mar 90
NOTE- 209p.; Data Series: DR-NSOPF-87/88-1.27.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Compensation (Remuneration); Data Collection; Data Interpretation; *Demography; *Faculty Workload; Higher Education; *Job Satisfaction; National Surveys; Teacher Attitudes; *Teacher Retirement; Working Hours

The 1988 National Survey of Postsecondary Faculty surveyed 7,408 full- and part-time regular faculty, department chairpersons, and institutional representatives of 480 nonproprietary accredited U.S. institutions of higher education granting a two-year or higher degree. The survey, conducted between December 1987 and October 1988, examined demographic characteristics, workload, compensation, retirement plans, and job satisfaction. Major findings included: the typical full-time faculty member is a white middle-aged male with tenure; racial/ethnic minorities comprised only about 10% of the full-time faculty, and women only 27%; the average full-time faculty member reported working a total of 53 hours per week for an annual income of about $49,000; a high percentage of full-time faculty were satisfied with such job dimensions as academic freedom, colleagues, and job security; fewer were satisfied with their salaries, institutional authority and leadership. On most issues higher percentages of part-time rather than full-time faculty indicated satisfaction though part-time faculty were less satisfied with benefits, job security, and opportunity for advancement. Plans to retire or otherwise leave their job within 3 years of the survey were reported by nearly one-fourth of full-time and one-third of part-time faculty. Appendixes provide technical notes, standard error tables, and the survey questionnaire. (DB)

ED 321 629 HE 023 563

Sommers, Christina Hoff
Feminism and the College Curriculum.
Hillsdale Coll., MI.

steam, over 10% of the annual usage, and a cost avoidance of nearly $400,000. The total cost to complete the program was $169,100. The survey portion of the program involved generation of a computerized database of all surveyed traps. The program, a powerful management and planning tool, compiles all the information gathered in the field, ranging from pipe size to trap type and application in an easy-to-use program. The project was an unqualified success, exceeding its goals, and funds have been committed for its continuation. (Author/MSE)

ED 321 642 HE 023 660

Knutson, Lora
A Collaborative Response to the Need for Induction and Renewal. Theme Issue: Teacher Induction.
American Association of State Colleges and Universities, Washington, D.C.; Winona State Univ., Rochester, MN.
PUB DATE- 1 Mar 90
NOTE- 42p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Education Work Relationship; Elementary Education; *Entry Workers; Higher Education; *Practicums; Program Descriptions; *State Universities; *Teacher Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Rochester Public School District MN; *Winona State University MN

The Graduate Induction Program (GIP) is a collaborative program of Winona State University (Rochester, Minnesota) and the Rochester, Minnesota Public School District to assist new teachers in the transition to their new profession in elementary education. The partnership provides an exchange of services between the university and school district, and allows 15 graduate students from the university to enter the district's classrooms as graduate fellows. Each fellow assumes full responsibility for an elementary classroom. All have completed state licensure requirements. The GIP confers one year of teaching experience credit, and during two schools to hire highly qualified minority teaching graduates where vacancies occur. (Author/MSE)

ED 321 655 HE 023 673

Toenjes, Richard H.
The UNC Charlotte Code of Student Academic Integrity.
American Association of State Colleges and Universities, Washington, D.C.; North Carolina Univ., Charlotte.
PUB DATE- 90
NOTE- 35p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Standards; *Codes of Ethics; *College Students; *Discipline Policy; *Due Process; Guides; Higher Education; Program Descriptions; Program Effectiveness; State Universities; *Teacher Student Relationship
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of North Carolina Charlotte

The University of North Carolina at Charlotte has developed a Code of Student Academic Integrity as a solution for problems of academic dishonesty in large, young, public, urban universities where traditional honor codes will not work. The Code defines violations and gives typical examples. It provides a friendly settlement procedure in which a faculty member resolves a case of dishonesty directly with the student. A "first offenders" file is designed to deter repeat violations. A faculty-student Academic Integrity Board (AIB) deals with particularly serious first offenses and all second offenses. The AIB is empowered to expel guilty students. A faculty-approved statement of "Deciding Guilt and Punishment" is provided to guide faculty members handling cases directly using the settlement procedure. Results of a study of the impact of the Code show an increase in convictions of academic dishonesty, with most cases being handled by faculty directly. Faculty using the Code in dealing with cheating report that it provides clear guidance. Students who study the Code think highly of it. Efforts to keep the Integrity Code before the minds of the

System in a Local Area Network Environment" (Bruce L. Rose); "CASE Tools for the 90s: Deliverance or Extra Burden" (Paul J. Plourde). Each of these papers is preceded by an abstract. (DB)

ED 321 668 HE 023 686

Volkwein, J. Fredericks; Carbone, David
The Impact of Faculty Research Activity on Measures of Undergraduate Student Growth and Academic Integration. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; *College Outcomes Assessment; Educational Background; *Educational Environment; Higher Education; Institutional Research; Research Universities; *Student Development; Undergraduate Students; Undergraduate Study
IDENTIFIERS- *AIR Forum; *Teacher Researcher Relationship

A variety of departmental and student outcomes data was obtained and analyzed from faculty and graduating seniors in 27 academic departments located at a university classified by the Carnegie Foundation as a Research II institution. The purpose of the study was to determine: (1) whether strong research orientation by an academic department promotes or hinders student learning and growth; and (2) if differences in departmental teaching and research climates are associated with differences in the academic integration and intellectual growth of the undergraduates who major in those academic disciplines. The combined responses of over 650 randomly selected seniors, as well as interviews with deans and department chairs, showed that a vigorous research orientation by an academic department, particularly when combined with attention to teaching responsibilities, has a beneficial influence on the academic integration and intellectual growth of their undergraduate majors. Contains 29 references. (GLR)

Viehland, Dennis W.
What's New in Decision Support: Executive Information Systems. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Colleges; *Computer Oriented Programs; Computer Uses in Education; *Decision Making; Higher Education; Information Processing; Information Technology; *Management Information Systems; *Management Systems; Universities; Users (Information)
IDENTIFIERS- *AIR Forum; Decision Support Systems; *Executive Information Systems

The Executive information System (EIS), a decision support system for the executive, is defined, a comparison is made between EIS and its predecessors, and the differences between EIS in academic institutions vis-a-vis private business firms are discussed. An outline is also provided of the technological and data requirements for executive information systems in higher education as well as a table that lists Executive Information/Support Systems, the companies that provide the systems, the area of business the systems are designed for, and the EIS product. Finally, examples of EIS as they are used within specific universities and colleges are described. Contains 5 references. (GLR)

ED 321 684 HE 023 702

Morrison, James L.; Ptaszynski, James G.
Developing an Environmental Scanning System in an Educational Organization: Lessons Learned. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Classification; Data

ED 321 698 HE 023 716

Conklin, Karen A.
Assessment of Institutional Effectiveness: Career Student Outcomes. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; *College Outcomes Assessment; Employer Attitudes; *Graduate Surveys; Higher Education; *Outcomes of Education; *Research Methodology; School Business Relationship; Student Placement; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *AIR Forum; *Johnson County Community College KS

Johnson County Community College, a suburban Kansas community college, conducted annual one-year and three-year follow-up studies of career program completers and their employers. The college used the follow-up studies as a component of an institutional effectiveness assessment program, the purpose of which is to elicit evaluations of college programs and services, and to develop insights into career and educational experiences after students have left the college. The methodology consisted of a three-tiered approach incorporating contact with graduated students through telephone interviews, follow-up surveys for nonrespondents, and an annual employer survey which attempted to determine employer evaluations of the preparation received by former career program students at the college. The results of the studies indicated that the majority of respondents had achieved their educational objectives, progressed in their careers, and improved in a variety of cognitive and noncognitive behaviors as a result of their college experiences. Such studies are not only important to assess the college programs' effectiveness, but they also enhance cooperation between the college and local business and industry, and provide salary and placement data that can be utilized in recruitment efforts and career decision-making for future students. Contains seven references. (GLR)

ED 321 699 HE 023 717

in the clinical knowledge base with increasing expertise. Contains 11 references. (DB)

ED 321 711 HE 023 731

Schmidt, Henk G.; Norman, Geoffrey R.

Transitory Stages in the Development of Expertise in Medicine: Review of the Evidence.

PUB DATE- Apr 90

NOTE- 9p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related documents, see HE 023 729, HE 023 732-734, ED 284 497 and ED 286 527.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Clinical Diagnosis; Cognitive Structures; Decision Making; Higher Education; *Knowledge Level; Medical Education; *Medical Students; *Physicians; *Problem Solving; *Theory Practice Relationship; Thinking Skills

IDENTIFIERS- *Experts

The paper presents the thesis that experienced physicians, while diagnosing routine cases, are operating upon knowledge structures that are distinctively different from those of novice physicians and students. In the course of their medical training, students develop rich, elaborated causal networks, explaining the causes and consequences of disease in terms of general underlying pathophysiological processes. Through extensive and repeated application of knowledge and exposure to patient problems, the network type of knowledge organization is replaced by list-like structures called "illness scripts." As these scripts are verified through experience they become "instance scripts." Finally, the various knowledge structures develop through a sedimentation process into multiple layers which are accessed when ontologically more recently acquired structures fail to adequately represent a clinical problem. Research evidence for each of these stages and types of knowledge structure is summarized. Contains 20 references. (DB) abolished, such as making funding available for new teachers and getting rid of deadwood. It is recommended that universities start planning roles now for the emeritus role using the faculty senate as the planning vehicle. Contains 4 references. (GLR)

ED 321 725 HE 023 835

Mauch, James E.; And Others
The Emeritus Professor: Old Rank, New Meaning. ASHE/ERIC Higher Education Report No. 2.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-9623882-9-7
PUB DATE- 90
NOTE- 106p.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($17.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Rank (Professional); *Aging in Academia; *Faculty College Relationship; Higher Education; Negotiation Agreements; *Retirement; Teacher Employment Benefits; Teacher Rights; *Teacher Role; Trend Analysis
IDENTIFIERS- *Emeritus Professors; *Faculty Status

This report examines the rank of emeritus professor in higher education and considers such questions as: What trends presage its restructuring? What changes in the emeritus rank are likely? How might a new emeritus rank help solve problems of abolishing compulsory retirement age? and What should colleges and universities do? Recent studies about the emeritus rank illustrate how personnel procedures can utilize fresh conceptions about the meaning of emeritus status to the mutual advantage of faculty and institution. The report begins by examining the theory, research, and advocacy for emeritus positions and concludes with a review of policy and practice considerations while also providing a

AVAILABLE FROM- International Visual Literacy Association, Educational Technologies LRC, Virginia Tech, Blacksburg, VA 24061-0232 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- *Aesthetic Education; Creativity; Data Interpretation; *Instructional Design; *Perceptual Development; Semiotics; *Visual Aids; *Visual Literacy; *Visual Perception
IDENTIFIERS- *Media Literacy

These proceedings contain 37 papers from 51 authors noted for their expertise in the field of visual literacy. The collection is divided into three sections: (1) "Examining Visual Literacy" (including, in addition to a 7-year International Visual Literacy Association bibliography covering the period from 1983-1989, papers on the perception of symbols, the effect of graphic formats on the interpretation of quantitative data, the effect of artistic style on the selection of books by children, media literacy education, the effectiveness of flow diagrams in learning verbal chains, and the development of visual-spatial understanding in fifth grade females); (2) "Extending Visual Literacy" (including papers on teaching visual literacy, visual literacy outreach possibilities, the structured writing technique, implications of creativity research for managers of instructional design, a visual approach to group authorship, and video report cards); and (3) "Experiencing Visual Literacy" (including papers on three dimensional video, advertising and persuasion, use of innovative electronic manipulation in storytelling, and the power of electronic technologies as tools for thinking and learning). Most of the papers contain references. (GL)

ED 321 740 IR 014 502

Friedman, Batya
Societal Issues and School Practices: An Ethnographic Investigation of the Social Context of School Computer Use.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

ED 321 753 IR 014 521

Sparks, Susan M.
Computer-Based Education in Nursing.
National Library of Medicine, Bethesda, Md. Lister Hill National Center for Biomedical Communications.
REPORT NO.- LHNCBC-90-1
PUB DATE- Jan 90
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Faculty Development; Higher Education; *Instructional Development; *Instructional Material Evaluation; *Interactive Video; *Nursing Education; Professional Continuing Education; Program Implementation

This report describes instructional uses of computers, interactive videodisks, and related technologies in undergraduate and graduate nursing education and in continuing education and faculty development. Its principal aims are to document ongoing activities, to identify factors that inhibit technological applications in nursing education, and to suggest measures that might increase such applications. The report begins with a discussion of faculty and student involvement in computer-based education (CBE). This is followed by sections on the development, implementation, and evaluation of CBE materials; commercially available instructional software and hardware; and facilities. Miscellaneous resources such as organizations, consortia, and journals are noted. Glimpses of the near future of nursing education and the potential influences of educational technologies in that future are offered. The report concludes with a listing of constraints associated with CBE technologies and potential responses to alleviate or eliminate them. An annotated bibliography of frequently-cited publications is included. (49 references) (GL)

ED 321 754 IR 014 522

Meacham, David; Evans, Deborah

ED 321 767 IR 014 678

Zugner, Lisa Crooks, Ed.
Learning Technology Resource Guide.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-28-7
PUB DATE- 89
NOTE- 69p.
CONTRACT- RI88062008
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-87, $6.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Clearinghouses; Computer Software; Educational Improvement; *Educational Resources; *Educational Technology; Educational Television; Elementary Secondary Education; Higher Education; *Information Sources; Media Research; Private Agencies; Programing (Broadcast); Public Agencies; Publications; Regional Laboratories; Research and Development Centers; *Resource Materials; State Departments of Education; Technical Assistance
IDENTIFIERS- ERIC; Office of Educational Research and Improvement

This guide to electronic technologies resource organizations offers a broad range of information about selected projects, centers, institutions, clearinghouse activities, courseware, software, unique products and services, consortiums, panels, forums, commissioned reports, and other available resources. Three major sections make up the guide: (1) Technology Resource Organizations--these provide an alphabetical listing of selected public and private organizations based nationally, statewide, and regionally; (2) State Departments of Education--which provide an alphabetical listing of state and U.S. territory departments of education including names, telephone numbers, addresses, and contact persons, as well as activity/product/service descriptions; and (3) an Index--listing organizations and contact persons. The guide is intended primarily for use by federal, state, local, and private education officials in obtaining information on electronic

ED 321 781 JC 900 328

Bogue, Carole; Barr, Robert
Curriculum Study in Reading.
California Community Colleges, Sacramento. Academic Senate.; English Council of the California Two-Year Colleges.; Learning Assessment Retention Consortium of the California Community Colleges.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 89
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; Community Colleges; *Course Content; Curriculum Evaluation; Questionnaires; Reading Achievement; *Reading Instruction; *Reading Programs; *Reading Skills; Reading Tests; *Remedial Reading; State Surveys; Student Placement; Two Year Colleges
IDENTIFIERS- *California

In fall 1987, a study was conducted by the Learning Assessment Retention Consortium (LARC) to closely inspect the reading courses and programs currently offered in the California community colleges. All 106 community colleges in the state were surveyed regarding testing instruments used, the number and level of reading courses offered, entry and exit criteria, and course content. Study findings, based on responses from 62 colleges, included the following: (1) the Nelson-Denny Reading Test, Stanford Diagnostic (Blue), and the ASSET test were the tests used most often for course placement; (2) 77% of the reporting colleges offered reading courses at the 0-4th grade level, 84% at the 4th-7th grade level, 98% at the 8th-10 grade level, and 87% at the 10th-12th grade level; (3) 32% of the colleges offered a degree-applicable course in critical/analytical reading; (4) the three major program models were individualized reading programs leading to classroom instruction at higher levels, classroom-lab and individualized instruction spanning all levels, and classroom or classroom-lab only; (5) in all colleges, students were placed in reading courses using standardized reading tests, though initial placement could be refined by reading instructors; (6) vocabulary improvement was treated at all levels of reading instruction; (7) some aspects of reading comprehension were treated in all courses at the 4th grade

ED 321 794 JC 900 380

Cooper, John F.; Garmon, John F.
Personnel Selection: The Holistic Approach.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; Delphi Technique; Educational Quality; *Employment Interviews; Employment Qualifications; *Holistic Approach; Job Application; Models; *Personnel Selection; *Search Committees (Personnel); Teacher Qualifications; Teacher Recruitment; *Teacher Selection; Two Year Colleges

The recruitment, screening, and appointment of faculty and staff are vital steps towards institutional excellence. The holistic approach to hiring reviews every aspect of each candidate's qualifications from various points of view. The approach begins with the formation of a screening/search committee consisting of a representative group of employees. In the hiring of an instructional dean, for example, the committee could consist of a peer dean, the dean of student affairs, two or three faculty members, two department chairs, an administrator working in close proximity to the dean, and a secretary. The committee plans the screening process and advertises the position, after which a group of candidates are generated who must submit a detailed resume and complete a comprehensive application form. From this list of candidates, the Delphi method is used to choose a group of semi-finalists. At this point, the committee develops a list of essay questions designed to obtain additional information which it considers important for the selection of finalists. After the 12 to 15 semi-finalists receive this request for additional information, many screen themselves out of the process. This unique step in the screening process produces a list of candidates who are themselves most serious about the position. Finalists are chosen from among those who respond, and after references are carefully checked, the finalists are each asked to attend a full-day on-campus interview session. Ultimately, committee members discuss the strengths and weaknesses of each finalist, rank the candidates, and either make a final decision or submit their rankings to a decisionmaker

Castle, Shari; And Others

Linking Resarch and Practice for Site-Based School Renewal.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 90

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)

DESCRIPTORS- *College School Cooperation; Communications; Computers; Databases; Decision Making; Elementary Secondary Education; Higher Education; Information Dissemination; *Information Networks; Information Services; Information Sources; *Information Systems; Information Technology; *Research Utilization; School Based Management; School Restructuring; *Theory Practice Relationship

An analysis of the IBM/NEA Mastery in Learning (MIL) school renewal system, an electronic network that involves school faculties in collegial interaction with researchers and other educators in school reform, is the purpose of this paper. Developed by IBM (International Business Machines) and NEA (National Education Association), the MIL is a site-based, faculty-led reform in which 26 schools participate nationwide. Although local faculties design their own agendas, the MIL project design specifies standard phases of implementation. Specific research questions are concerned with assessing changes in program use and content, the influence on interaction between research and practice, and the impact on school reform. Data were collected from computer log files, printouts of network papers, and telephone interviews with 44 focal participants. Conclusions point to the need for local support, an organized network structure, improved time and access, provision of participant incentives, and attention to substance. Computer network systems provide the "medium" for activities; however, they must meet participants' needs and support their work. Appendices include statistical tables of the data, a model of the school renewal computer network research design, and a copy of the survey instrument. (18 references) (LMI)

ED 321 403 EA 022 062

ED 321 419 EA 022 104

Gaustad, Joan
Gangs. ERIC Digest Series Number EA 52.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management College of Education; University of Oregon, Eugene, OR 97403 ($2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Behavior Problems; Community Action; Community Coordination; Community Involvement; Community Resources; Crime; *Delinquency; Discipline; *Discipline Policy; *Discipline Problems; Dress Codes; Elementary Secondary Education; Ethnic Groups; Intervention; Outreach Programs; Prevention; School Involvement; School Policy; *School Safety; School Vandalism; Student Subcultures; Urban Schools; Violence
IDENTIFIERS- ERIC Digests

An increase in gang violence and mobility in the last 20 years has alarmed members of the public school community. Gang membership, formation, location, and growth are described. Strategies to counteract gang activity, such as school discipline policies, school and community prevention programs, information sharing networks, and state legislation, are discussed. (9 references) (LMI)

ED 321 420 EA 022 112

Jones, D. Gary

looking for the best school, and checking admissions requirements. A section on services available for disabled students at some institutions of postsecondary education describes pre-registration, flexibility in class scheduling and course requirements, extended time, test modifications, notetakers, interpreter services, orientation for new students, and physical access. Services such as vocational rehabilitation, support groups, and Centers for Independent Living are also described. Procedures are outlined for making arrangements to receive necessary services. A list of four publications and five organizational resources is included. (JDD)

ED 321 435 EC 231 555

Functional Vision Observation. Technical Assistance Paper.
Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
REPORT NO.- FDE-BEES-TA-FY-1990-4
PUB DATE- Mar 90
NOTE- 10p.; Document is typed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Clinical Diagnosis; Elementary Secondary Education; *Eligibility; Eyes; Medical Evaluation; Records (Forms); *State Standards; Student Evaluation; Technical Assistance; *Vision Tests; *Visual Impairments
IDENTIFIERS- *Florida

Technical assistance is provided concerning documentation of functional vision loss for Florida students with visual impairments. The functional vision observation should obtain enough information for determination of special service eligibility. The observation is designed to supplement information on the medical eye examination, and is conducted by a teacher of visually impaired students or an appropriately trained diagnostician. Components of a functional vision observation include medical eye examination information, developmental and functional visual response information, and notation of classroom modifications required. The paper contains a four-page functional vision observation form, and 13 bibliographical references with annotations. (JDD)

with the technologies they were using, widespread difficulties were reported in travel (22% reported having to travel over 100 miles to receive their technology) and availability of credit plan options. Includes 53 references. (PB)

ED 321 450 EC 231 570

VanBiervliet, Alan; Parette, Howard P., Jr.
Arkansas Technology Information System.
Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.
SPONS. AGENCY- Arkansas State Div. of Rehabilitation Services, Little Rock.
PUB DATE- 5 Jan 90
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Appropriate Technology; *Assistive Devices (for Disabled); Communication Aids (for Disabled); Community Development; *Community Involvement; *Databases; *Disabilities; *Educational Objectives; Elementary Secondary Education; Information Services; Linking Agents; Organizational Objectives; Scientific and Technical Information; *State Programs; Statewide Planning; *Technical Assistance; Technology Transfer
IDENTIFIERS- *Arkansas; Technology Related Assistance Indiv Disabil Act

The Arkansas Technology Information System (ARTIS) was developed to fill a significant void in existing systems of technical support to Arkansans with disabilities by creating and maintaining a consumer-responsive statewide system of data storage and retrieval regarding assistive technology and services. ARTIS goals also include establishment of a marketing and public awareness campaign promoting benefits and use of technology for disabled persons, development of coordinated training activities for consumers, their families, professionals, employers, and the public, creation of a statewide network for exchange of used assistive equipment, development of interagency linkages, establishment of a network of community-based technology specialists, and development of a user-to-user consumer network. (PB)

Ellenwood and Douglas Felt); "Teaching Social Skills to Students with Learning Disabilities" (Craig Fiedler and Bertram Chiang); "Classroom Management: Preventing Behavior Problems in Classrooms for Students with Learning Disabilities" (Mary O'Melia and Michael Rosenberg); "Computer-Assisted Instruction for Elementary School Children with Learning Disabilities" (David Majsterek); "Direct Instruction of Decoding Skills and Strategies" (Deborah Simmons and Edward Kameenui); "Self-Monitoring of Performance" (Robert Reid and Karen Harris); "Teaching Writing Skills Through Word-Processing Programs" (Marion Panyan and Evelyn Dailey); and "Curriculum-Based Measurement" (Christine Gliszczinski and Caren Wesson). Most papers include references. (PB)

ED 321 466 EC 231 586

Reed, Penny; And Others
Consultation and Team Skills for Therapists in Educational Settings.
Oregon Health Sciences Univ., Portland. Child Development and Rehabilitation Center.; Oregon State Dept. of Education, Salem.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 52p.
GRANT- G008630055
AVAILABLE FROM- CDRC Publications, CDRC/OHSU, P.O. Box 574, Portland, OR 97207 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Consultants; Consultation Programs; *Cooperation; Decision Making; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Interpersonal Competence; Meetings; Parent Education; *Parent School Relationship; *Participative Decision Making; Specialists; *Therapists

This manual is aimed at therapists working in education settings who may have limited experience in real-life consultation situations. The first chapter discusses educational consultation as a process, including contracting, planning, and evaluation/termination. The second chapter presents strategies for collaborative decision making. Chapter 3 focuses on tips for making meetings more effective and accurately diagnosing problems. Chapter 4 presents guidelines for training other adults, including parents,

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academically Gifted; Child Rearing; *Definitions; *Gifted; Individual Needs; Intelligence; Parent Child Relationship; *Student Characteristics; *Talent; *Talent Identification
IDENTIFIERS- ERIC Digests

This digest was adapted from D.W. Russell, D.G. Hayes and L.B. Dockery's book, "My Child is Gifted! Now What Do I Do?". The digest is intended to give parents of gifted students an overview of characteristics of gifted children and terminology used in this field. Several definitions of giftedness are offered including one from a parent group emphasizing the interaction with the environment and one from a U.S. government report identifying six types of giftedness. Fourteen general characteristics typically used by educational authorities as indicative of giftedness are listed. The nature of intelligence itself is briefly discusssed. Other terms parents might hear in the context of gifted children are explained including: genius, talented, prodigy, precocious, superior, rapid learner, exceptional, and elitism. Includes five references. (DB)

ED 321 482 EC 231 803

Tolan, Stephanie
Helping Your Highly Gifted Child. ERIC Digest #E477.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Attitudes; *Child Rearing; Developmental Stages; Educational Needs; Elementary Secondary Education; *Emotional Adjustment; *Individual Needs; Parent Attitudes; Parent Child Relationship; Student Needs;

ED 321 496 EC 231 817

Ware, Cindy
Discovering Interests and Talents through Summer Experiences. ERIC Digest #E491.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-9
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Exploration; Elementary Secondary Education; *Enrichment Activities; *Gifted; Individual Needs; Self Evaluation (Individuals); *Student Needs; *Summer Programs
IDENTIFIERS- ERIC Digests

Presented in a question-and-answer format, this digest offers guidelines in choosing an enriching summer program for gifted students. The following questions are addressed: What are the possibilities? What needs do summer programs meet? Who should make the selection? What does the selection process involve? What variables are important? and What financial assistance is available? The summer program can allow students to experiment in specific areas of interest, to work with adult role models, and to sample college life. It is important that the students themselves be involved in the selection process. Program selection requires the identification of what the student wants and what programs are available in his/her areas of interest. Important variables to consider include: length, age range, program requirements, group size, individual attention, leadership, depth of staff experience, credit or noncredit courses, facilities and equipment, schedule, recreation, social activities, safety, and programs abroad. The availability of financial assistance for many programs is noted. Includes two references. (DB)

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 115p.; For related documents, see EC 231 830-831.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C581, $16.00 nonmembers; $12.80 members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Educational Methods; *Educational Practices; Elementary Secondary Education; Government Role; *Mainstreaming; Normalization (Handicapped); *Regular and Special Education Relationship; Teaching Methods

The computer search reprint provides abstracts of 150 references concerned with educational practices consistent with the Regular Education Initiative. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Children Education Resources) databases. Introductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists (without abstracts) 16 resources not currently in the databases. (DB)

ED 321 512 EC 231 833

VanTassel-Baska, Joyce, Ed.
A Practical Guide to Counseling the Gifted in a School Setting. Second Edition.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-192-7
PUB DATE- 90

misconstrue the test instructions, questions, or answers. When this happens, a shared understanding of meaning between tester and test-taker is not present, and the test results are invalid. Although this problem exists for all test-takers, it is more acute for members of non-mainstream speech communities because they are less likely to suspend their normative expectations of discourse. This study was undertaken to identify potential sources of linguistic distortion that might undermine a multiple-choice test's validity for measuring job-relevant knowledge, skills, and abilities among Black English Vernacular speakers in a southern urban setting. Problematic linguistic features identified include: undue syntactic complexity, tense switching, the use of incomplete question stems, plural/possessive ambiguity, and others. Included is a bibliography of significant references on multiple-choice test bias, and a form that can be used when examining test items for sociolinguistic bias. (JL)

ED 321 526 FL 018 592

Cameron, Carrie
The Interaction of Grammatical and Semantic Voice: Data from Japanese.
PUB DATE- Dec 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Japanese; *Morphemes; Oral Language; Semantics; Syntax; Tenses (Grammar); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Passives

This study examines the use in Japanese of verb forms containing -(r)are in syntactical expressions. The meaning and function of the adversative passive and its behavior vis-a-vis the non-adversative or plain passive is discussed, and the related non-derived constructions and their relationships to the adversative passive are analyzed. Finally the implications for voice systems in general are considered. It is concluded that the morpheme -(r)are is not exclusively an inflectional marker, but works as a marker of canonical passivization in derived plain and affective passives much like the English passive--ed, and works as a limited

English: Volume 1.
PUB DATE- May 90
NOTE- 223p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; Arabic; College Students; *English (Second Language); Foreign Countries; Hindi; Japanese; Language Research; Marathi; Panjabi; *Second Language Learning; Spanish Speaking; Tamil; Thai; Uncommonly Taught Languages; Urdu
IDENTIFIERS- Thailand

Each of the seven annotated bibliographies in this volume is concerned with the acquisition of English as a Second Language (ESL) by groups of learners who share a common first language or culture. Each bibliography was compiled by an advanced ESL student who is a native speaker of a language referenced by the bibliography. The first bibliography, "Japanese Learners of English," contains annotated entries categorized into five subjects: phonology; syntax; student interaction; learning styles and strategies; and reading, writing, and rhetoric. "Chinese Learners of English" is intended to assist teachers and researchers who are seeking periodicals and unpublished materials relating to Chinese speaking learners of ESL. "Thai Learners of English" has entries divided into two broad areas: English education in Thailand and English language acquisition by Thai speakers. "Indic Learners of English" lists articles and annotations about English language learning by speakers of Hindi/Urdu, Marathi, Punjabi, and Tamil while "Spanish Learners of English" deals only with Spanish-speaking ESL students. Finally, two bibliographies, "Studies on Arab Learners of English" and "Arabic-Speaking Learners of English", concentrate on research on Arabic ESL students. (JL)

ED 321 542 FL 018 628

Kinder Lernen Deutsch Materials Evaluation Project: Grades K-8.
American Association of Teachers of German.
PUB DATE- Sep 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

documenting program processes; selecting/adapting/developing instruments for assessing student outcomes; collecting outcome data; implementing the gap-reduction design; processing and analyzing data; integrating and interpreting results; and preparing evaluation reports. The second volume contains explanations and discussions of the rationale underlying recommendations for procedures and practices made in the first volume, and detailed guidelines on how to perform certain tasks. Topics include the following: classroom observation; interrater reliability; functional level testing; translating tests into other languages; major publishers of nationally standardized achievement tests; test reliability; quasi-experimental designs; gap reduction calculations; extrapolation procedures; and correcting for regression. (MSE)

ED 321 557 FL 018 677

Tallmadge, G. Kasten; And Others
The Evaluation of Bilingual Education Programs for Language-Minority, Limited-English-Proficient Students: A Status Report with Recommendations for Future Development.
RMC Research Corp., Mountain View, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 87
NOTE- 232p.; For related documents, see ED 291 650 and FL 018 675.
CONTRACT- 300-85-0140
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); *Evaluation Methods; *Limited English Speaking; *Measurement Techniques; *Program Evaluation; Research Design; *Research Methodology; Statistical Analysis; Test Validity

A discussion of the evaluation of bilingual education programs focuses on building a comprehensive framework for local efforts at evaluation. The discussion begins with an introduction to the legislative history of bilingual education programs and the evolution of their evaluation. This is followed by a review of the literature on current practices and problems in program evaluation, looking at the kinds of inferences that can be drawn from program evaluations and the threats to the validity of those inferences.

students indicates how different degrees of contextualization, or schematic priming, influenced the amount of processing the students performed on the original text. Lack of priming, such as a missing title, tended to lead students to produce brief accounts rather than just abbreviated versions. The findings have implications not only for instruction in summarization, particularly in the differentiation of specific summarization tasks, but also for translation. (Author/MSE)

ED 321 572 FL 018 693

Anderson, Martha L.
Theatre Techniques for Language Learning: Assumptions and Suggested Progression of Activities.
PUB DATE- Jun 89
NOTE- 65p.; M.Ed. Requirement, School for International Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Affective Behavior; Class Activities; Classroom Techniques; Cultural Awareness; *Dramatics; *English (Second Language); Group Dynamics; Instructional Effectiveness; *Intensive Language Courses; Second Language Instruction; Self Expression; Sequential Learning

A discussion of the use of drama activities in Second Language instruction looks at the rationale for using such techniques in the language classroom, describes a progression of drama activities used for an intensive course in intermediate English as a Second Language, and examines other considerations in the use of drama in language teaching. Discussion of the rationale focuses on the following issues: (1) the power of theater, both in human society and for individuals; (2) the opportunity for ego expression; (3) drama as an affective filter; (4) the value of play; (5) process and purpose in a drama project; (6) drama as an opportunity for cultural expression and adaptation; (7) making use of class or group dynamics; and (8) psychology. Nineteen specific, progressive drama activities are described, ranging from simple observation of the environment to the production of a movie. The description of each activity includes the teacher's objectives, the proposed task and procedures, and a process and outcome analysis based on the author's experience with the activity in class. The final chapter summarizes the four primary objectives for the course and the

Washington, DC.
REPORT NO.- EDO-FL-90-01
PUB DATE- Jul 90
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Articulation (Education); Class Size; Curriculum Design; *Educational Objectives; Higher Education; High Schools; Material Development; *Second Language Programs; Student Evaluation; Teacher Education
IDENTIFIERS- ERIC Digests; South Carolina

This digest focuses on the articulation of foreign language programs between secondary and higher education. The following questions are addressed: (1) What are urgent reasons for better program articulation?; (2) What forms does articulation take?; (3) What aspects of the educational process does articulation address?; (4) Are there examples of effective articulation between secondary and higher education?; and (5) What administrative and professional challenges lie ahead? (VWL)

ED 321 587   FL 018 807

Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-90-03
PUB DATE- Aug 90
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Employment Opportunities; *English (Second Language); *Foreign Countries; *Language Teachers; *Second Language Instruction; *Teacher Qualifications

ED 321 601 FL 800 151

Berney, Tomi D.; Lista, Carlos A.
Project Porvenir, 1988-89. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 27p.
GRANT- T003A80165
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Bilingual Education; *Career Education; Curriculum Development; *English (Second Language); Federal Programs; Intermediate Grades; Language Proficiency; Limited English Speaking; *Native Language Instruction; Parent Participation; *Program Evaluation; Program Implementation; Spanish Speaking; Special Education; Staff Development
IDENTIFIERS- Project Porvenir NY

In its first year, Project Porvenir provided instructional and support services to Spanish-speaking students of limited English proficiency in bilingual and special education in four Bronx (New York) elementary schools. Project goals were to increase students' English language proficiency and develop native language skills, provide career education leading to mainstreaming, and increase awareness of available career education and high school programs. The project met its objectives in general education attendance, career education, staff and curriculum development, and parent involvement. It did not meet its instructional objectives for English as a Second Language. It was not possible to assess attainment of objectives in native language arts or special education attendance. Recommendations for program improvement include generation of proposed materials for bilingual special education and review of the objective for academic mainstreaming and social interaction with peers. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 602 FL 800 152

Spener, David
The Freirean Approach to Adult Literacy Education. NCLE Q&A.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 5p.
CONTRACT- RI8916601
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Literacy; Competency Based Education; Curriculum Design; *English (Second Language); *Literacy Education; *Native Language Instruction; Program Design; *Teaching Methods
IDENTIFIERS- *Freire (Paulo); *Problem Posing Method

The Freirean approach to adult literacy education bases the content of language lessons on learners' cultures and personal experiences. This approach has been used in the developing world in successful native and second language literacy projects sponsored by governments and voluntary organizations in both urban and rural settings. The two most distinct features of the Freirean approach are dialogue and problem-posing. Dialogue is used as a means in which two parties confront each other as knowledgeable equals in a situation of genuine two-way communication. In Problem-posing, cultural themes in the form of open-ended problems are incorporated into materials (e.g., pictures, songs, short stories) that are used to gnerate discussion. This questioning process leads students to define the real-life problem being represented, discuss it's causes, and propose actions to solve it. The Freirean approach can be used in native language literacy education and adapted for use in English-as-a-Second-Language literacy education. (VWL)

ED 321 616 FL 800 235

Terdy, Dennis; Spener, David
English Language LIteracy and Other Requirements of the Amnesty Program. ERIC Q&A.

PUB DATE- Jun 90
NOTE- 6p.
AVAILABLE FROM- Hillsdale College, Hillsdale, MI 49242.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- *College Curriculum; Consciousness Raising; *Cultural Context; *Educational Philosophy; *Feminism; Higher Education; *Sex Bias; Western Civilization; *Womens Studies

Leading academic feminists charge that the traditional college curriculum promotes sexism and social injustice, and that Western culture is a flawed concept from the start because all that it has recorded for succeeding generations has been dominated by a male bias. This "gender feminism," in contrast to "equity feminism," aims to transform understanding of the past, present, and future by gaining acceptance of the notion that the sex/gender system is the most important aspect of human relations. Gender feminists share an ideal of a genderless culture and reject family, marriage, and maternal responsibility for child-rearing. Gender feminists insist that they speak for all women, but the average woman has no wish to wage a war on gender. Such feminist teachings exact a human and academic cost, as all knowledge becomes subordinate to "making sense of women's social experience." Gender feminism is not the product of reasoned scholarship; it is doctrinal and political, and without grassroots support. Debates over traditional college curriculum are a good place to begin to challenge gender feminism. (JDD)

ED 321 630 HE 023 592

SUNY Management Flexibility Program. Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- Dec 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Decision Making; Educational Change; *Expenditures; Graduate Study; Higher Education; Institutional Administration; *Institutional Autonomy; *Operating Expenses; Personnel Management; Purchasing; *State Legislation; State Universities

summers and three quarters, participants receive a fellowship and tuition waivers for credits leading to a Master of Science in Education degree. The arrangement also provides the opportunity for veteran teachers to serve as clinical supervisors to the fellows and as university supervisors for student teachers placed in the school district and mentors to newly-hired teachers. Shared university-school district goals include improved teacher performance, increased retention of promising beginning teachers, creation of a positive self-concept and sense of belonging among new teachers, personal growth for master teachers, and development of areas of expertise for staff development. The program has been found to be beneficial to all parties. Contains 13 references. (MSE)

ED 321 643 HE 023 661

Heckman, Iris; Rodwell, Mary K.
The Task Approach to Child Care Competency: An Advanced Level Training Curriculum for Residential Child Care Workers.
American Association of State Colleges and Universities, Washington, D.C.; Washburn Univ. of Topeka, Kans.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 85
NOTE- 280p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
GRANT- STC-5-1-T-24-MH-18230-01
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Burnout; *Child Caregivers; Children; *Day Care; *Emotional Disturbances; Higher Education; Internship Programs; *Mental Health Programs; Professional Development; Program Descriptions; *Residential Care; Role Perception; Rural Areas; Severe Disabilities; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Washburn University KS

The purpose of the project was to develop an advanced, competency-based training program for residential youth

faculty and students are continuing. (Author/MSE)

ED 321 656 HE 023 674

Mohapatra, Manindra K.
Managerial Training as a Correlate of Professional Development among Public Managers in Kentucky State Government.
American Association of State Colleges and Universities, Washington, D.C.; Kentucky State Univ., Frankfort.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
GRANT- RII8704015
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Black Colleges; *Business Administration Education; Education Work Relationship; *Faculty Development; *Government Employees; Graduate Study; Higher Education; Occupational Mobility; *Professional Development; Program Descriptions; *Public Administration; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Kentucky State University

The project's objectives included strengthening the research capability of Kentucky State University, a historically black institution, allowing faculty to participate in professional development workshops, and aiding public administration graduate students with data from which to write theses. Four hypotheses were tested: that public managers participating in in-house managerial training programs tend to: (1) acquire a higher level of public service values, managerial skills, awareness of public policy issues, and involvement with professional organizations for continuing public service education; (2) have a stronger professional identity as public managers; (3) have a strong commitment to public service occupational values; and (4) achieve a higher level of vertical and horizontal mobility in organizational structure. A total of 1,500 trained Kentucky public managers and a

ED 321 669 HE 023 687

Beil, Cheryl; Shope, Janet H.
No Exit: Predicting Student Persistence. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Environment; *College Students; *Dropout Research; Higher Education; Predictive Measurement; Predictor Variables; Private Colleges; Student Attitudes; *Student Attrition; Student Welfare; Withdrawal (Education)
IDENTIFIERS- *AIR Forum

A longitudinal study was conducted to determine the factors influencing college student persistence in remaining in school. Persistence was examined at two points: after the first year and 4 years after enrollment. The study was conducted at an urban university using the American College Testing's Entering Student Survey and Student Opinion Survey. Key variables such as region, satisfaction with campus social life, freshman quality point index, attendance at a summer orientation and registration program, and satisfaction with academic advising were identified as cogent predictors of persistence after the first year. Six variables affected the odds of persisting 4 years after enrollment: gender, financial aid, academic advising, institutional attitude toward students, satisfaction with institution, and membership in a sorority or fraternity. Contains 12 references. (GLR)

ED 321 670 HE 023 688

Glover, Robert H.; Wilcox, Jerry
An Interactive Model for Studying Student Retention. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English

Collection; *Educational Planning; Educational Trends; Higher Education; Information Processing; Information Sources; Models; *Research Design; *Research Needs; Research Tools; Resource Materials; Search Strategies; Systems Approach; Universities
IDENTIFIERS- *AIR Forum; *Environmental Scanning

An environmental scanning system was developed by the admissions office of a graduate school of management in a small southeastern university. The school's strategic planning committee felt that it would be beneficial to acquire information concerning issues, trends, and possible events that might impact upon the school in the future and to analyze this information so as to better prepare the school for change. Six broad categories were to be scanned: four of these were in the traditional social, technological, economic, and political areas; additionally it was felt that regulatory matters involving accreditation and the category of competitive intelligence should be included. The planning committee chose the ED QUEST model for its planning efforts. After the categories were chosen, information resources were identified and streamlined to aid convenience, time management, and better resource utilization. The major outcomes of the environmental scanning process were the development of an environmental scanning notebook, a newsletter, and the development of Delphi statements which were constructed to propose possible future implications of the themes and items of information suggested for the school. Outcomes indicated significant progress for the school of management. The process itself was viewed as being more important than the product because it elevated planning to the status of a regular activity, thus improving the organization's strategic management and planning. Contains 18 references. (GLR)

ED 321 685 HE 023 703

Coker, Dana Rosenberg; Friedel, Janice Nahra
The Eastern Iowa Community College District Data Collection Matrix Model: A Tool for Functional Area and Program Evaluation. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

Wolf, D. M.; Wilson, R. T. J.
Decision Support Systems for Financial Planning and Control in a UK Polytechnic. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Costs; Decision Making; Financial Needs; Foreign Countries; Fund Raising; Higher Education; *Resource Allocation; *Retrenchment; *School Based Management; Student Recruitment
IDENTIFIERS- *AIR Forum; *Decision Support Systems; Polytechnics; United Kingdom

The creation of "Higher Education Corporations" in the United Kingdom is discussed within the context of what one Polytechnic has done in creating a Decision Support System to address the problems found in resource management, cost control, and competitive bidding. A summarization is included of the actions taken by the Polytechnic in its progress towards resource conscious course design and delivery. A particular focus is the need to estimate, monitor, and control marginal costs in the face of the requirement to bid competitively for part of the target enrollment. Resource allocation and cost control methodology are examined along with the development and application of management models in making assessments and other measurements for decision making, including decisions involved in competitive tendering. Contains four references. (GLR)

ED 321 700 HE 023 718

Weissman, Julie
Linking Institutional Characteristics, Educational Strategy, and Student Retention in Colleges and Universities. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

ED 321 712 HE 023 732

deGrave, Willem S.; And Others
Can Previously Acquired Knowledge Be Activated through Small-Group Discussion?
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 1987). For related documents, see HE 023 729, HE 023 731-734, ED 284 497 and ED 286 527.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Advance Organizers; *Cognitive Processes; College Students; *Concept Formation; Foreign Countries; *Group Discussion; Higher Education; Learning Strategies; Problem Solving
IDENTIFIERS- *Experts

A study investigated the effectiveness of using a small-group discussion as the main vehicle for the construction of an initial representation of a problem that activates previously acquired knowledge. College students (N=39) were randomly assigned to either an experimental condition or a control condition and asked to brainstorm about a presented problem and to propose explanations. The free recall protocols produced by the subjects were first passed into subject-predicate units (or clauses) each expressing a single idea. In addition, the clauses were categorized as either "explanatory" or "descriptive." One-way analysis of variance were carried out on the data, and it was found that subjects in the problem analysis discussion group produced more than twice as many correct clauses as compared with the control group. The problem analysis group also produced a significantly larger proportion of explanatory clauses whereas the control group produced a larger proportion of descriptive clauses. Results suggest that problem analysis using small-group discussions not only activates prior knowledge but encourages subjects to reconstruct their existing knowledge in such a way that a more coherent "situation model" is produced. Contains 10 references. (DB)

ED 321 713 HE 023 733

definitive review of the rank itself. Also discussed is the apparently increasing need by retiring faculty to seek role continuity long into their later years and the lack of studies in preparing and guiding institutions for these new roles. Next the issue of forced retirement versus a negotiated agreement to alter tenure for those who wish to transfer to an emeritus status is examined. Eight conclusions resulting from this analysis are presented in conjuction with recommendations on how institutions may find new and productive roles for the professor emeritus rank. Contains 104 references. (GLR)

ED 321 726 HE 023 891

Jones, Dionne J.; Watson, Betty Collier
High-Risk Students and Higher Education: Future Trends. ASHE-ERIC Higher Education Report No. 3.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-878380-00-1
PUB DATE- 90
NOTE- 138p.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE/ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Academic Persistence; Disabilities; Disadvantaged Youth; *Dropout Prevention; Elementary Secondary Education; Higher Education; *High Risk Students; *Minority Groups; School Holding Power; *School Role; Self Esteem; *Social Bias; Student Financial Aid; Teacher Attitudes; Teaching Styles

This report reviews the literature on high-risk students at the higher education level in terms of the following questions: are high-risk students and nontraditional students the same? what is

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Copyrights; Ethnography; *Intellectual Property; Interviews; *Microcomputers; Naturalistic Observation; *Privacy; Secondary Education; *Social Problems
IDENTIFIERS- *Computer Piracy; *Computer Security

This study examines the relationship between societal forces and school computer use in the context of two issues surrounding computer technology: computer property and computer privacy. Four types of data were collected from district administrators, principals, computer teachers, and students over a 9-month period in a high school with a broad, well-integrated computer education program. Methods employed were naturalistic observation, informal interviews, historical document analysis, and structured interviews. Observed conflicts surrounding classroom interactions pertaining to copying software were partly in response to the institutionalization at the district level of a policy that upheld the property rights of computer programs, but failed to provide compensatory funding for purchasing programs. This inadequate funding helps explain why teachers at times condoned and at times prohibited unauthorized copying of commercial software, and why so little explicit instruction addressed the issue of ethics with students. Observed conflicts surrounding the issue of computer privacy resulted from a conception on the part of the principal, teachers, and students that access to computer files was subordinate to and determined by learning--the central task at hand. This finding helps explain why students neither asserted nor protected the privacy of their files, and why the classroom projected a nonchalant attitude toward accessing electronic information despite the societal climate. (20 references) (GL)

ED 321 741 IR 014 506

Lewis, R.
Information Technology in Education Research Programme, 1988-93. Occasional Paper InTER/1/88.
Economic and Social Research Council, Lancaster (England).; Lancaster Univ. (England). Dept. of Psychology.
PUB DATE- Sep 88
NOTE- 20p.; A product of the Information Technology in Education Research Programme.
AVAILABLE FROM- ESRC InTER Programme, Department of Psychology, University of Lancaster, Lancaster LA1 4YF, United Kingdom (single copy free).

Distance Education: The Design of Study Materials. Fifth Edition.
Charles Sturt Univ.-Riverina, Wagga Wagga (Australia). Distance Education Centre.
PUB DATE- 89
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgeting; *Distance Education; *Educational Media; Feedback; Foreign Countries; Higher Education; *Instructional Design; *Instructional Development; *Instructional Material Evaluation; *Instructional Materials; Objectives; Student Evaluation; Student Motivation; Transfer of Training
IDENTIFIERS- Australia

This guide is designed to provide a basis for the effective design of instructional materials for distance education. Organized around a model of instructional development which encompasses both external structural factors (factors that are largely outside the direct control of the individual instructor but which must be investigated) and internal structural factors (factors that are internal to the materials themselves and are essential to their instructional effectiveness), the guide consists of three main sections. The three chapters of the first section present an overview of the model itself, provide a definition of each of the external and internal factors, and suggest a number of questions to guide the instructional developer in addressing each factor. The second section contains a separate chapter for each of the external structural factors: budget, course function, modes of communication, subject/unit characteristics, subject/unit location, lecturer characteristics, student characteristics, and professional assistance. A separate chapter is provided in the third section for each of the internal structural factors: arousal and motivation, goal definition, cognitive structuring, signposting, activation, feedback, transfer and retention, and assessment and evaluation. (GL)

ED 321 755 IR 014 523

Plomp, Tjeerd; And Others
The Evaluation of Remedial Computer Use for Mathematics within a University Setting in Botswana.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American

technologies to be utilized in the improvement of learning and instruction. (DB)

ED 321 768 IR 053 095

EUDISED: Three-Year Plan.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/Doc-(89)-15
PUB DATE- 13 Oct 89
NOTE- 7p.; For additional reports on EUDISED, see ED 294 575, ED 297 693, ED 311 904, and ED 315 078.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Databases; *Educational Research; Foreign Countries; Information Dissemination; *Information Networks; *International Programs; Online Systems; Planning; Thesauri
IDENTIFIERS- Europe (West); *European Documentation and Information System

At the request of the Council for Cultural Co-operation (CDCC) a 3-year plan (1989-1991) for EUDISED was drawn up by the Secretariat. The plan envisages that: (1) the EUDISED database will concentrate on educational research project information; (2) the rate of growth for the database will increase from 1,000 items a year to 2,500; (3) four issues of the "EUDISED R&D Bulletin" will continue to be published annually, each issue containing as at present some 250 entries; and (4) the EUDISED thesaurus will be updated regularly. The CDCC took note of the plan and gave its approval to the current database production procedures. (Author/BBM)

ED 321 769 IR 053 098

Reid, Annie T.
A New Approach to Educational Preparation for Public Library Service: An Experimental Program in Library Education for Work with a Specialized Clientele. Final Report.
Maryland Univ., College Park. School of Library and Information

through college levels; and (8) in the higher level courses, greater focus was placed on critical thinking and analytical skills, while in the middle level courses, study skills, vocabulary, and comprehension were treated and the lowest level courses emphasized phonics and spelling in addition to other skills. The survey instrument is appended. (WJT)

ED 321 782 JC 900 329

Barr, Robert; Parker, Annette
Mathematics. Student Outcomes Study, Year Three. Final Report.
Learning Assessment Retention Consortium of the California Community Colleges.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Oct 89
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Skills; Mathematics Tests; *Remedial Mathematics; Two Year Colleges
IDENTIFIERS- *California

The purpose of the 1988-89 Learning Assessment Retention Consortium (LARC) Student Outcomes Study was to describe the goal satisfaction, retention, and skills acquisition of students who were enrolled in remedial or precollege math courses in 23 California community colleges. Three methods of data collection were used: pre- and post-tests to measure skills acquisition; pre- and post-surveys to measure changes in and accomplishment of educational goals; and data collection from college records to determine student persistence and academic performance. The study sample of over 10,000 students was comprised of four fall 1988 math sections at each college at each of the test levels (i.e., College Arithmetic, Beginning Algebra, Intermediate Algebra, and Precalculus/College Algebra). Study findings included the following: (1) at the end of the math course, 25% of those who initially selected the goal of a bachelor's degree with an associate degree selected another goal on the post-survey; (2) two-thirds of those who initially selected non-degree goals chose a degree goal on the post-survey; (3) when the math students were

(vice-presdient or president). Appendixes to the document provide a sample letter with semi-finalist questions, a sample interview schedule, and a sample of on-campus screening interviews. (JMC)

ED 321 795 JC 900 381

Occupational Program Articulation. A Report of a Study Prepared by the Task Force on Occupational Program Articulation. National Council for Occupational Education. Monograph Series Volume 12, Number 1.
National Council for Occupational Education, Inc., Wausau, WI.
PUB DATE- 24 May 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Advanced Placement Programs; *Articulation (Education); *College School Cooperation; Community Colleges; Definitions; Educational Assessment; Institutional Cooperation; Program Effectiveness; Program Evaluation; Questionnaires; *School Involvement; Transfer Policy; Two Year Colleges; Two Year College Students; Vocational Education

In 1989, a survey was conducted of two-year postsecondary institutions to gather information designed to identify and define articulation activities, evaluate these articulation efforts, and identify model programs. The survey was mailed to 675 institutions, generating 205 usable responses for a response rate of 30%. Major findings of the survey included the following: (1) 90% of the responding institutions had a student enrollment of 5,000 or more, with 92% of those surveyed involved in some type of articulation activity; (2) advanced placement agreements were in place at 82% of the institutions; (3) tech-prep programs (i.e., pre-technical programs that provide a broad basic background in technology) 32% of the respondents; (4) 37% of respondents reported articulation activity in 2+2 programs in which the first 2 years are taught at the secondary school level; (5) 90% of the respondents reported activity in programs to help students progress from the two-year postsecondary level to the four-year postsecondary level; (6) 96% of the respondents undertaking articulation activities did so to improve student and program outcomes, while faculty cooperation (63%), cost reduction (42%), and complying with state regulatory requirements (27%) were other reasons given; (7) responding

Salisbury, David F.
Major Issues in the Design of New Educational Systems.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; *Design; *Educational Planning; Elementary Secondary Education; Holistic Approach; Instructional Design; Long Range Planning; Participative Decision Making; Policy Formation; *School Restructuring; *Systems Approach

The necessity of design and planning for school restructuring with a macro focus on education systems design is discussed in this paper. Eight support and implementation strategies are identified: utilization of a formal change process; planned coordination; multiple sponsorship; formation of a grassroots collaboration network; external and internal advocates; metaplanning; pain management; and concerns management. A conclusion is that new models for schooling should be designed through a formal process rather than as variations of past instructional traditions. (21 references) (LMI)

ED 321 404 EA 022 063

Otterbourg, Susan D.
Partnerships in Education: Measuring Their Success.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Cooperative Planning; *Cooperative Programs; Elementary Secondary Education; Evaluation Criteria; *Participative Decision Making; Program Effectiveness; Program Evaluation; *School Business Relationship; *School Community Relationship

An analysis of the evaluation of partnership programs with a focus on accountability is the purpose of this paper. Research for the

Excellence in Excellent Schools.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Involvement; Educational Environment; *Educational Quality; *Effective Schools Research; Elementary Secondary Education; Evaluation Research; *Excellence in Education; Human Capital; *Institutional Characteristics; Instructional Effectiveness; Productivity; Public Schools; School Effectiveness; Student Participation; Teacher Effectiveness; Teacher Participation

Recent studies on educational effectiveness in the United States have criticized deficiencies of the educational system, rather than acknowledging its achievements. The eight characteristics of excellent schools described in "Search for Excellence" by Peters and Waterman (1982) provide a comparative framework for an assessment of organizational characteristics of nine public schools that have received the Award of Excellence from the U.S. Department of Education. The findings indicate that excellent schools are characterized by action; student, parent, teacher, and community involvement; productivity through people; utilization of incentives based on value consensus; functions concentrated within the scope of education; reduced administrative personnel; and simultaneous implementation of structural and interpersonal processes. The major conclusion is that excellence does exist in the U.S. educational system. (LMI)

ED 321 421 EA 022 113

Chand, Krishan
Pressures, Stresses, Anxieties, and On-Job Safety of the School Superintendent.
PUB DATE- Jul 90
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Board Administrator Relationship; Collegiality; Contract Salaries; Elementary Secondary Education; Intergroup Relations; Interpersonal Relationship; *Job Satisfaction; *Occupational Safety and Health;

ED 321 436 EC 231 556

Meisels, Samuel J.; Provence, Sally
Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families.
National Center for Clinical Infant Programs, Washington, DC.; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-943657-15-6
PUB DATE- 89
NOTE- 72p.; A product of the National Early Childhood Technical Assistance System (NEC*TAS).
CONTRACT- 300-87-0163
AVAILABLE FROM- National Center for Clinical Infant Programs, 733 15th St., N.W., Suite 912, Washington, DC 20005 ($8.00, quantity discount available, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *At Risk Persons; Child Development; *Disabilities; Early Intervention; Educational Diagnosis; *Eligibility; *Evaluation; Federal Legislation; Federal Regulation; *Handicap Identification; Infants; Models; Preschool Children; Preschool Education; *Screening Tests; Toddlers
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

The purpose of this document is to suggest guidelines for the identification and assessment of children who should participate in programs related to the infant-toddler (Part H) and the preschool (Part B, Section 619) components of Public Law 99-457, the Education of the Handicapped Amendments of 1986. The guidelines integrate information from the fields of medicine, health care, social services, psychology, and education and describe practices to advance the field of early intervention and improve services to children and families. The document first describes the requirements of Public Law 99-457 regarding screening and assessment. A theoretical viewpoint about childhood development is presented, and the differences between screening and assessment are outlined. The complex factors involved in defining the population to be served by Public Law 99-457 are noted, and guidelines for screening and assessing young disabled and developmentally vulnerable children are then proposed. A sequenced planning process is outlined and future tasks are listed. Appendices are attached that contain illustrations of several different models.

ED 321 451 EC 231 571

Parette, Howard P., Jr.; VanBiervliet, Alan
Persons with Mental Retardation and Technology Use Patterns and Needs.
Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- Feb 90
NOTE- 36p.
GRANT- 89-554
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Access to Education; Access to Information; Appropriate Technology; *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Credit (Finance); *Disabilities; Elementary Secondary Education; Financial Support; Information Services; Questionnaires; *State Surveys; *Travel
IDENTIFIERS- *Arkansas; Technology Related Assistance Indiv Disabil Act

A questionnaire examining consumer needs, spending, travel, credit options and utilization practices in adaptive/assistive and educational technology was answered by 2,201 Arkansans with disabilities of all ages. This paper emphasizes results relating to Arkansans with mental retardation. Results indicate Medicare/Medicaid as the single most widely used system for acquisition of assistive technology, and the chief function of technology in use was "getting around," a category including wheelchairs, crutches and other mobility aids. While most respondents expressed satisfaction with the technologies they were using, widespread difficulties were reported in travel (22% reported having to travel over 100 miles to receive their technology) and availability of credit plan options (30% of respondents reported personal or family financing of needed equipment). Consumer rights were called into question by findings indicating 45% of respondents were unable to try out equipment prior to purchase. In addition, training with equipment was generally seen as inadequate. Includes approximately 80 references. (PB)

teachers and other professionals. The last chapter gives advice on how to relate to irate clients and others. Contains 10 references and 12 additional resources. (PB)

ED 321 467 EC 231 587

Bronheim, Suzanne
An Educator's Guide to Tourette Syndrome.
Tourette Syndrome Association, Inc., Bayside, NY.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.
PUB DATE- 90
NOTE- 21p.
AVAILABLE FROM- Tourette Syndrome Association, 42-40 Bell Blvd., Bayside, NY 11361.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attention Control; Elementary Secondary Education; Etiology; Language Skills; Medical Services; *Neurological Impairments; *Special Health Problems; *Student Characteristics; Writing Instruction
IDENTIFIERS- *Tourette Syndrome

Intended for educators, the booklet presents information on Tourette's Syndrome (TS), an inherited neurological disorder characterized by involuntary multiple motor and vocal tics. The first section describes Tourette Syndrome--its causes, symptons, and treatments. In the second section, suggestions are provided to help teachers and school personnel adapt to the specific needs TS children may have including dealing with tics, dealing with writing problems, dealing with language problems, and dealing with attention problems. The final section suggests answers to eight questions that teachers frequently ask when dealing with children with TS and their families. Questions cover finding time to implement accommodations, identifying the child with TS, the prognosis for a child with TS, effects of medication, and sources of more information. Ten additional resources are listed. (DB)

Young Children
IDENTIFIERS- ERIC Digests; *Extremely Gifted

This digest provides parents of highly or profoundly gifted children with practical suggestions based on the experience of other parents and the modest amount of research available. Parents are encouraged to understand that such children are significantly different from other children and have two primary needs: to feel comfortable with themselves and to develop their astonishing potential. Suggestions are given for dealing with public attitudes toward exceptional performance in very young children and for dealing with the multiple developmental ages the gifted child may exhibit simultaneously. Problems of schooling the highly gifted child are discussed in terms of lack of fit with the usual school, the various possibilities of acceleration for this type of child, and ways to help the gifted child meet his or her social/emotional needs. Stressed is the importance of providing the child with a safe home in which the child feels loved and accepted. Includes 18 references. (DB)

ED 321 483 EC 231 804

Delisle, James; Berger, Sandra L.
Underachieving Gifted Students. ERIC Digest #E478.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Behavior Change; *Child Rearing; Definitions; Elementary Secondary Education; *Gifted; *Intervention; Parent Role; *Parent Student Relationship; Self Concept; *Teacher Student Relationship; *Underachievement
IDENTIFIERS- ERIC Digests

This digest is intended to help parents and teachers understand and cope with underachievement in gifted students. Underachievement is

ED 321 497 EC 231 818

Kerr, Barbara
Career Planning for Gifted and Talented Youth. ERIC Digest #E492.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adults; Career Awareness; Career Choice; *Career Education; *Career Planning; Decision Making; *Educational Counseling; Elementary Secondary Education; *Gifted; Higher Education; *Intervention; School Guidance; *Student Needs
IDENTIFIERS- ERIC Digests

This digest addresses some of the special career planning needs of gifted and talented students and offers intervention guidelines for the elementary, junior high, senior high, college, and adult levels. Indications that students are having difficulty coping with the multipotentiality of their talents may be evidenced by early difficulty in making choices and decisions and difficulty in choosing an academic major in college. Possible intervention strategies for multipotentiality at different educational levels are offered. Alternatively, children may be early emergers who have extremely focused career interests and require balanced encouragement of their special interests. Indicators of early emergence characteristics as well as possible intervention strategies at each age level are offered. Both multipotentiality and early emergence characteristics require skillful career education and guidance. In addition, special populations such as minority gifted students and gifted girls and women have unique career guidance needs. Includes 12 references. (DB)

ED 321 498 EC 231 819

NOTE- 111p.; For first edition, see ED 231 153.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. 268, $12.50 nonmembers; $10.00 members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Affective Behavior; *Counseling Techniques; Counseling Theories; *Counselors; Elementary Secondary Education; *Emotional Development; *Gifted; Models; Parent Role; *Program Development; *Talent; Trend Analysis

This book is intended to aid in the development of a counseling program component for gifted students. The 10 papers address the following areas: the nature and needs of the population, the role of interventionists (educators and parents), strategies for intervention, and model counseling programs. After an introductory paper which lists guiding principles in counseling the gifted, papers have the following titles and authors: "Recent Trends and Issues in Counseling the Gifted" (Joyce VanTassel-Baska); "Issues in Affective Development of the Gifted" (Linda Kreger Silverman); "Who Should Counsel the Gifted: The Role of Educational Personnel" (Beverly Ness Parke); "Collaboration of Teachers and Counselors in Serving Affective Needs of Gifted Students" (Joyce VanTassel-Baska); "The Parent's Role in Counseling the Gifted: The Balance between Home and School" (Arlene Munger); "School Counseling Needs and Successful Strategies To Meet Them" (Joyce VanTassel-Baska); "The Writing, Reading, and Counseling Connection: A Framework for Serving the Gifted" (Jane M. Bailey et al.); "Educational Therapy for the Gifted: The Chicago Approach" (Leland Baska); "A Model for Counseling the Gifted at the High School Level" (Ron Seegers). References accompany each paper. (DB)

ED 321 513 EC 232 186

Implementation of the Education of the Handicapped Act. Twelfth Annual Report to Congress.
Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

derivational morpheme elsewhere. The morpheme appears in both 'basic' and 'derived' constructions and can fulfill either grammatical or semantical constructions or both at the same time, in the affective passive. Furthermore, semantic voice is not always realized inflectionally and pragmatic voice is not always realized by sentence derivation. To understand how voice works, one must look not just at morphology or sentence derivation, but at how the grammatical relations and semantic roles are affected in various constructions. (JL)

ED 321 527 FL 018 597

Pico, Eliseo
Issues of Reliability and Validity of the Partial Dictation Test as a Measure of Listening Comprehension.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the World Congress of Applied Linguistics (9th, Casandra-Halkidiki, Greece, April 15-21, 1990). Photoreduced type, page 12, will not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cloze Procedure; *Dictation; *English (Second Language); Foreign Countries; High Schools; Language Research; *Language Tests; *Listening Comprehension; *Test Reliability; *Test Validity; Verbal Tests
IDENTIFIERS- Spain

A study investigated the reliability and validity of the partial dictation test, a combination of dictation and cloze procedure, to measure foreign language listening comprehension. Subjects were 78 students of English as a Foreign Language in the second year of high school in Spain. Students listened to a passage from a commercial reader three times; no pauses were used in the reading. The test was administered in the classroom. The text was brief (268 words), with 30 words deleted. Reliability was tested using five methods, revealing high internal consistency. Measures of content and predictive and concurrent validity were also applied. Results suggest relatively short dictation tests can be constructed to provide useful measures of classroom second language proficiency. Among the practical advantages seen in this adaptation of dictation

DESCRIPTORS- Elementary Education; Evaluation Criteria; *FLES; *German; *Instructional Material Evaluation; *Instructional Materials; Second Language Learning; Supplementary Reading Materials; Teaching Guides; Textbooks

IDENTIFIERS- *Kinder Lernen Deutsch Project

The Kinder Lernen Deutsch (Children Learn German) project, begun in 1987, is designed to promote German as a second language in grades K-8. The project is premised on the idea that the German program will contribute to the total development of the child and the child's personality. Included in this guide are a selection of recommended core materials for K-8 German classes, a list of criteria for evaluating teaching materials, and a bibliography of commercially-produced instructional texts, teaching manuals and supplementary library materials that are available to school districts wishing to begin German programs. (JL)

ED 321 543 FL 018 629

Buchert, Mary; Wolf, Rosemarie

Annotated Listing of German Materials for Elementary School Programs.

PUB DATE- Dec 89

NOTE- 39p.

AVAILABLE FROM- AATG, 112 Haddontowne Ct., #104, Cherry Hill, NJ 08034.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Dictionaries; Elementary Education; *FLES; Foreign Language Books; Games; *German; *Instructional Materials; Second Language Instruction; *Second Language Programs

This annotated bibliography lists instructional materials for elementary school German language programs. The materials listed include instructional aids, social studies books, science books, dictionaries, songbooks/cassettes, games, posters, magazines, and library books. A list of addresses for publishers of German materials is included. (JL)

Strategies for reducing threats to validity are examined. A chapter is devoted to treatment, student, and setting variables that have been identified as potentially interactive on the basis of either theoretical formulations or empirical findings. Lists of the variables and methods for obtaining and documenting relevant information are presented. Four sources of systematic error associated with simple measurements of growth are discussed, and types of tests and other measures for assessing bilingual education program impact are examined. Eight evaluation designs reported in the literature are described, and problems associated with them are reviewed. Several approaches to the measurement of outcomes on a common scale are evaluated. A bibliography of over 400 items is included. (MSE)

ED 321 558 FL 018 678

Wardell, David
Writing: The Development of Coherent Rhetorical Forms in Advanced Learners of a Second Language.
PUB DATE- 30 Jun 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Communication Association of Japan (20th, Tokyo, Japan, June 30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Students; Classroom Techniques; *English (Second Language); Foreign Countries; Higher Education; *Language Patterns; Program Descriptions; *Rhetoric; Second Language Instruction; Student Evaluation; Writing Assignments; *Writing Instruction
IDENTIFIERS- *Japan; *University of Pittsburgh PA

Research suggests that culturally distinctive first-language rhetorical patterns influence second language composing skills. Frequently, however, these patterns have never been taught formally and are not refined, leaving first-language composing largely underdeveloped. Teaching second language learners to compose often requires attending to the students' cognitive development as well as their linguistic training. Writing instruction must extend well beyond the realm of rote grammar practice or the mechanical manipulation of prescribed rhetorical models to include ways of generating thoughts, analysis of these ideas into coherent sets, outcomes of each. (MSE)

ED 321 573 FL 018 711

Parry, Thomas S., Ed.; Stansfield, Charles W., Ed.
Language Aptitude Reconsidered. Language in Education: Theory and Practice, No. 74.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 272p.; Selected papers from the ILR Invitational Symposium on Language Aptitude Testing (Arlington, VA, September 14-16, 1988).
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Learning; *Aptitude Tests; Case Studies; *Cognitive Ability; Cognitive Style; Intensive Language Courses; *Language Aptitude; Language Proficiency; *Language Tests; *Learning Strategies; *Personality Traits; Predictor Variables; Second Language Learning; Testing; Trend Analysis
IDENTIFIERS- *Defense Language Institute CA

Six of 11 papers presented at a symposium on language aptitude testing are included in this document. "Cognitive Abilities in Foreign Language Aptitude: Then and Now" (John B. Carroll) reconsiders language aptitude testing 30 years after publication of the Modern Language Aptitude Test (MLAT). "Preliminary Investigation of the Relationship Between VORD, MLAT, and Language Proficiency" (Thomas S. Parry and James R. Child) reports preliminary findings of correlational validity of a new language aptitude test. "Styles, Strategies, and Aptitude: Connections for Language Learning" (Rebecca L. Oxford) defines and differentiates between several interrelated cognitive constructs that also relate to successful language learning. "The Role of Personality Type in Adult Language Learning: An Ongoing Investigation" (Madeline Ehrman), discusses the relationship between language learning styles, preferred student learning strategies, and method of instruction used at the Foreign Service Institute. "Attitudes, Motivation, and Personality as Predictors of Success in Foreign Language Learning" (Robert C. Gardner) examines the literature

IDENTIFIERS- ERIC Digests

This digest provides general information on obtaining English-as-a-foreign-language (EFL) teaching positions abroad. The considerations involved in teaching EFL abroad and the qualifications needed for teaching EFL in various countries are outlined, and general information sources on EFL employment opportunities are listed and described. A section on opportunities for teaching in international schools, as well as a section listing addresses of various additional sources of overseas teaching information are also provided. (VWL)

ED 321 588 FL 018 808

Lange, Dale L.
Assessing Language Proficiency for Credit in Higher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-90-02
PUB DATE- Sep 90
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Admission Criteria; Case Studies; *College Credits; Degree Requirements; *Higher Education; *Language Proficiency; Liberal Arts; *Second Language Learning
IDENTIFIERS- ACTFL Proficiency Guidelines; ERIC Digests; *University of Minnesota

This digest discusses the assessment of proficiency in a foreign language for credit in higher education. This refers to the process of awarding academic credit for tested proficiency in a foreign language rather than for the number of years a student has spent studying a particular language. The Proficiency Guidelines of the American Council for the Teaching of Foreign Languages (ACTFL) provides the frame of reference for this digest. The following questions are addressed: (1) What are the considerations involved in developing language proficiency requirements as credit standards?; (2) How are the ACTFL proficiency guidelines applied to

Dean, Margaret
Adult Spanish Literacy: Home English Literacy for Parents Project.
Northwest Educational Cooperative, Des Plaines, IL.
PUB DATE- Sep 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Arithmetic; Bilingual Education Programs; *Home Programs; Limited English Speaking; *Literacy Education; *Native Language Instruction; *Parents; Program Descriptions; *Spanish; *Spanish Speaking
IDENTIFIERS- *Illinois (Elgin)

A home-based Spanish literacy program for Spanish-speaking parents in Elgin, Illinois, which began as a project of the Elgin school district, is described. The program originated with a search for literacy instructional materials for this group. The curriculum was designed to focus on functional Spanish literacy and basic arithmetic skills, the needs expressed by the students. This report describes the organization and content of the literacy and arithmetic components, provides a scope and sequence of curriculum concepts in reading, writing, math, and English as a Second Language, discusses the student population, and describes the largely anecdotal approach to assessment. It is concluded that the program responded to a community need and was well received, and the hope is expressed that a similar program may be offered in the future for other Hispanic adults in need of native language literacy. Appended materials include the student pretest, Spanish-language registration and student information forms, and sample Spanish and math lessons. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 603 FL 800 154

Williams, James D.; Snipper, Grace Capizzi
Literacy and Bilingualism.
REPORT NO.- ISBN-0-8013-0195-5
PUB DATE- 90
NOTE- 175p.
AVAILABLE FROM- Longman, 95 Church Street, White Plains, NY 10601.
LANGUAGE- English

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 6p.
CONTRACT- RI8916601
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Civics; *English (Second Language); *Immigrants; *Literacy; Literacy Education; Program Design; Required Courses; Teaching Methods; Test Content; United States History
IDENTIFIERS- *Citizenship Knowledge Test; English Literacy; *Immigration Reform and Control Act 1986

This document focuses on the requirements of the immigrant amnesty process, which were established by the Immigration Reform and Control Act (IRCA) of 1986. Sections focus on the following questions: (1) How can eligible legalized aliens (ELA) fulfill the IRCA educational requirements? (2) What issues are considered in designing and offering an amnesty course? (3) Are there alternatives to the certificate of satisfactory pursuit? (4) What do the Immigration and Naturalization Service tests contain and how are they administered? (5) Are ELAs remaining in English classes once they have met the IRCA requirements? and (6) Where can I get more information on IRCA and amnesty literacy? (VWL)

ED 321 617 FL 800 236

Developing Cultural Orientation Materials.
Northwest Educational Cooperative, Arlington Heights, IL.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jan 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires,

IDENTIFIERS- *State University of New York

This audit assesses implementation of the University Operating Flexibility Act by the State University of New York (SUNY). The legislation was designed to give SUNY more autonomy to make daily operating decisions, in order that SUNY could better compete with other major higher education institutions nationwide. The legislation empowered SUNY to implement most budget transfer, personnel, and purchasing decisions without outside approval. The audit examines SUNY's use of its additional powers. The implementation of the Graduate Education and Research Initiative (GRI) designed to improve the quality of SUNY graduate programs is also reviewed. The assessment involved interviews with SUNY Central staff, review of pertinent documents, and field work at 10 SUNY campuses. The audit found that SUNY Central and the 10 sample campuses used budgetary flexibility effectively to meet short-term fiscal and program goals. SUNY Central, however, had not developed focused long-term plans to more fully capitalize on its budgetary autonomy. Flexibility had a minimal impact on faculty recruitment and promotion decisions. GRI funding facilitated growth in research dollars and increased minority graduate student enrollment. Campuses made quicker purchases and largely complied with SUNY purchasing regulations. However, some sole source purchases were inconsistent with state comptroller guidelines. (JDD)

ED 321 631 HE 023 641

Report to the Governor and the 1989 Minnesota Legislature. Technical Report.
Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- Jan 89
NOTE- 171p.; For a comparison summary report, see HE 023 642.
AVAILABLE FROM- Minnesota Higher Education Coordinating Board, Suite 400, Capitol Square, 550 Cedar, St. Paul, MN 55101.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Educational Planning; *Educational Policy; *Educational Trends; Enrollment; *Governing Boards; Higher Education; *Postsecondary Education; Public Policy; State Programs; Student Characteristics; Student Financial Aid
IDENTIFIERS- *Minnesota; *Minnesota Higher Education Coordinating Board

service/child care workers providing services to children and adolescents with severe mental health or emotional problems. The program was designed in response to problems common to these workers in rural areas such as Kansas, including significant barriers to educational opportunities due to geographic distance, working hours, financial constraints, staff coverage, and low incentive, and role confusion, burnout, and habituation to institutional life. The project provided an intensive, week-long instructional workshop followed by a supervised and self-directed internship in the student's home agency. A final workshop evaluated program effectiveness. The program provided students with 10 hours of college credit. The report consists of three parts: an executive summary; a curriculum consisting of a case study, specific competencies in the areas of workers' responsibilities to themselves, the child, the group, the agency, and the community, performance contracts, and a bibliography of 59 items; and a final descriptive and evaluative report of the program. (MSE)

ED 321 644 HE 023 662

Bristow, Clinton, Jr.
A Proposal for the Entrepreneurial Awareness Program: The Options and Opportunities of Entrepreneurship.
American Association of State Colleges and Universities, Washington, D.C.; Chicago State Univ., Ill.
PUB DATE- 1 May 89
NOTE- 20p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; *Career Awareness; *Entrepreneurship; Higher Education; High School Students; Program Descriptions; Secondary Education; Secondary School Teachers; *Small Businesses; State Universities; *Vocational Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Chicago State University IL

Chicago State University's College of Business and Administration, through a grant from the Coleman/Fannie May Candies Foundation, has control group of 1,500 Kentucky public managers without such training were surveyed, with a response rate of 48.9%. Preliminary analysis of results reveal that respondents, mostly male and college-educated, agreed on the importance of college education, professional training, and continuing professional education activities. An overwhelming majority shared certain public service values, and most were sensitive to the political ecology of public administration and supportive of the Ombudsman role. (Author/MSE)

ED 321 657 HE 023 675

Fenton, Joann
Faculty Professional Development Program.
American Association of State Colleges and Universities, Washington, D.C.; Shippensburg Univ., PA.
PUB DATE- 90
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Faculty Development; *Financial Support; Grants; Higher Education; Program Descriptions; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Shippensburg University PA

The faculty development program of Shippensburg University (Pennsylvania) was designed to be comprehensive, systematic, and continuous, based on the assumptions that professional development is essential for the entire faculty and that there is value in systematic professional development planning by individual faculty members. Categories of professional development addressed include scholarly activity and research, university and public service, curriculum development and revision, improvement of teaching and learning, and career and personal development. Specific activities, expenses, and programs are identified as qualifying for resource support in the form of small grants, summer stipends, release time, and educational leave. Seminars and workshops are also provided locally. Written documentation of accomplishments resulting from

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; College Environment; *College Students; *Computer Oriented Programs; *Computer Uses in Education; *Demonstration Programs; *Dropout Research; Higher Education; Predictive Measurement; Predictor Variables; Research Tools; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *AIR Forum

A design for improving the quality of information available for continuous operational study of student retention at the University of Hartford in Connecticut was examined involving a microcomputer based decision support system for student retention research. The system, an interactive modeling approach to conduct longitudinal and comparative studies, used multi-year admissions, financial aid, and academic data integrated with student surveys of college adjustment, reasons for leaving, student involvement, and college experience. The system enabled users to model attendance patterns and degree attainment for selected student subpopulations. Improvements in the system were considered necessary in order for it to provide feedback that is timely, not only for purposes of research, but for operational use in improving student recruitment and retention strategies. Contains 12 references. (GLR)

ED 321 671 HE 023 689

Matier, Michael W.
Recruiting Faculty: Complementary Tales from Two Campuses. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990). For a related document, see "Retaining Faculty: A Tale of Two Campuses" (ED 308 786).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Choice; College Faculty; *Decision Making; Employment Opportunities; *Evaluative Thinking; *Faculty Recruitment; Fringe Benefits; Higher Education; Institutional Research; *Occupational Information; Research Universities; Teacher Employment Benefits

DESCRIPTORS- Community Colleges; Data Collection; Evaluation; Higher Education; Information Processing; Information Sources; *Institutional Research; Item Sampling; *Matrices; *Program Evaluation; Research Tools; *School Effectiveness; School Surveys
IDENTIFIERS- *AIR Forum; *Eastern Iowa Community College

A matrix model for the collection, management, and utilization of data was developed at Eastern Iowa Community College District, (Davenport, Iowa) for evaluating institutional effectiveness. The model was examined in relation to various assessment instruments and the evaluation of functional areas and programs. Surveys of six different target groups were conducted for each program under review; these groups were: program administrators; part-time faculty; currently enrolled students; graduates of the program during the last three years; program advisory council members; and employers of program graduates. The process of constructing the matrix required a thorough examination of each survey instrument, the identification of items common to the various surveys, and the determination of uniformity in measurement of those various functional areas or components. This resulted in the design of two matrices: the Program Evaluation matrix and the Student Survey matrix. The matrix model facilitated integration of data from a variety of survey instruments into a composite report on any given service or functional area. An additional outcome of the matrix model was that it provided a rationale for the revision of survey instruments. Contains four references. (GLR)

ED 321 686 HE 023 704

Rich, Stuart L.
Students' "Intellectual Orientation": Its Relationship to Social Philosophy, Careerism, and Sociability. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Planning; *College Sophomores; Correlation; Data Analysis; Higher Education; Intellectual Development; Interpersonal Competence; Social Behavior; *Student Attitudes; *Student Behavior; *Student Participation; Weighted Scores

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Colleges; *Dropout Prevention; *Educational Strategies; *Higher Education; *Institutional Characteristics; Literature Reviews; Predictor Variables; Research Design; Research Methodology; Student Attrition; Student College Relationship; Universities
IDENTIFIERS- *AIR Forum

A study examined the role higher education institutions play through their educational strategy in supporting student retention. Educational strategy was defined as patterns of institutional practices designed to support undergraduate education, and the question posed was: Do the practices a college implements at the institutional level to support undergraduate education have anything to do with its ability to retain students? The practices were aggregated into strategy categories and compared to student retention at 528 four-year and comprehensive colleges and universities. Results indicated that although educational strategy added little to the predictability of retention in the total sample of institutions, it may be that it plays a critical role for those colleges and universities which make a concerted effort to counteract the low retention rates that would follow from their institutional characteristics. For less selective public institutions, the practice of engaging in a broad array of activities that support undergraduate education may be related to improved student retention rates. Contains 28 references. (Author/GLR)

ED 321 701 HE 023 719

Paulson, Christine P.
State Initiatives in Assessment and Outcome Measurement: Tools for Teaching and Learning in the 1990s: Individual State Profiles. ECS Working Papers.
American Association for Higher Education, Washington, D.C.; Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- May 90
NOTE- 115p.; For related documents, see HE 023 720-721.
AVAILABLE FROM- ECS Distribution Center, Suite 2700, 707 17th St., Denver, CO 80202-3427 (Order No. PA-90-1, $7.50).
LANGUAGE- English

Schmidt, Henk G.; Boshuizen, Henny P. A.

Effects of Activation of Prior Knowledge on the Recall of a Clinical Case.

SPONS. AGENCY- Institute for Educational Research, The Hague (Netherlands).

PUB DATE- Apr 90

NOTE- 11p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related documents, see HE 023 729, HE 023 731-734, ED 284 497 and ED 286 527.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Clinical Diagnosis; *Cognitive Structures; Decision Making; Foreign Countries; Higher Education; Knowledge Level; Medical Education; Medical Students; *Memory; *Physicians; *Problem Solving; *Theory Practice Relationship

IDENTIFIERS- *Experts

A study investigated the known phenomenon of "intermediate effect" in which medical students with an intermediate amount of knowledge and experience demonstrate higher amounts of recall of the text of a medical case than either experienced clinicians or novices. In this study the amount of activation of prior knowledge was controlled by having subjects--24 fourth- and 24 sixth-year medical students at the University of Limburg (Netherlands) and 6 internists--spend either 30 seconds or 3.5 minutes recalling whatever they knew about endocarditis before being presented with an endocarditis case to comprehend and recall. Findings indicated that the more time subjects had available the more knowledge about the subject they were able to produce; that the amount of prior knowledge produced is a function of level of expertise (physicians produced more information than students); but that "experts" (physicians and sixth-year students) recalled less information but more relevant information about the case than did intermediates (fourth-year students). The results supported the theory that experienced physicians develop cognitive structures or "illness scripts" which they use to automatically represent a case. Contains 14 references. (DB)

ED 321 714 HE 023 734

the impact of high-risk students on institutions of higher education? are high-risk students treated differently in elementary and secondary schools? do instructional styles vary in classrooms depending on students' racial and socioeconomic status? and do teachers' negative attitudes adversely affect socioeconomic status? and do teachers' negative attitudes adversely affect students' self-esteem and performance? Among conclusions are the following: high risk students are minorities, the academically disadvantaged, the disabled, and those of low socio-economic status; high-risk students affect institutions in such ways as declining enrollments and increased average cost per student; discrimination based on class, race, and gender affect educational quality in the elementary secondary program; minority and poor children tend to be taught more by rote and less by questioning and teachers' negative attitudes may result in prejudgment or avoidance of culturally different students. High-risk students need to develop skills and competencies associated with success in college. School administrators, teachers, and counselors should facilitate persistence and program completion. Institutions of higher education must guarantee financial assistance for the duration of the student's degree program. Businesses and community-based organizations can form partnerships with educational institutions to reduce risk. Includes approximately 240 references. (DB)

IR

ED 321 727 IR 013 860

Petrie, Joyce; And Others
Mainstreaming in the Media Center: A Manual for Media Specialists.
Portland State Univ., Oreg. School of Education.
SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- 80
NOTE- 281p.; For an interim report on this project, see ED 309 751.
GRANT- G007801804
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Information Technology; Research Needs
IDENTIFIERS- *Economic and Social Research Council (England)

This paper describes the new phase of the Economic and Social Research Council (ESRC) initiative in Information Technology in Education for the period 1988-93. The first sections of the paper discuss the rationale and framework of the program as a whole, followed by outlines of the initial programs of research started in autumn 1988 to investigate three issues--group work with computers, conceptual change in science, and tools for exploratory learning. Program evaluation, coordination, and management are then addressed. The paper continues with the longer term provisional agenda for future research, and describes a strategy and structure for basic research into the applications of information technology to learning and teaching. The appendixes provide a summary of the pilot phase of the program from 1985 to 1988, a list of seminars, and a list of occasional papers. (MES)

ED 321 742 IR 014 509

Levy, Philip, Ed.
Learners' Concepts in Mathematics and Science. Occasional Paper ITE/29/88.
Economic and Social Research Council, Lancaster (England).; Lancaster Univ. (England). Dept. of Psychology.
PUB DATE- Jul 88
NOTE- 37p.; A product of the Information Technology in Education Research Programme.
AVAILABLE FROM- ESRC InTER Programme, Department of Psychology, University of Lancaster, Lancaster LA1 4YF, United Kingdom (single copy) free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Educational Research; Elementary Secondary Education; Foreign Countries; *Information Technology; *Mathematics Instruction; *Research Needs; *Science

Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Courseware; Diffusion (Communication); Foreign Countries; Higher Education; *Instructional Effectiveness; Pretests Posttests; *Program Implementation; *Remedial Instruction; *Science Instruction
IDENTIFIERS- *Institutionalization (of Innovations); University of Botswana

An evaluation of the Mathematics and Computer Assisted Remedial Teaching (MASCART) project in the Pre-Entry Science Course (PESC) at the University of Botswana focused on two questions: (1) Considering the conditions for successful implementation highlighted in the literature, has the implementation of computers in the PESC department been such that institutionalization can be expected? and (2) Did the use of the MASCART software result in knowledge gains? A case study design was utilized for the first question and a pretest-posttest design for the second. Most of the factors influencing the success of implementation were fulfilled. Although the institutionalization phase is not yet complete, developments are promising. Based on the case study design, it can be concluded that there is no reason to doubt, for the time being, the validity of the theoretical starting point of the study--that the implementation and institutionalization of an educational change depend on the existence of specific conditions at the level of the materials themselves, the institution, and the society. With respect to the second question, a general improvement in basic algebra knowledge and skills was measured. While this gain cannot be unequivocally attributed to the quality of the MASCART materials, data indicate that the combination of increased time on task and working with MASCART materials was effective. (16 references) (Author/GL)

ED 321 756 IR 014 524

The Florida Public Broadcasting System. Report and Recommendations of the Postsecondary Education Planning Commission. Report 3.
Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE- 15 Feb 90
NOTE- 85p.

Services.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C. Bureau of Research.
PUB DATE- Dec 71
NOTE- 275p.; For an interim report, March 1969, see ED 027 929.
CONTRACT- OEC-1-7-071139-4431-(095)
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Descriptions; Curriculum Development; *Demonstration Programs; *Disadvantaged; Higher Education; Library Development; *Library Education; Library Planning; *Library Services; Program Evaluation; *Public Libraries
IDENTIFIERS- *High John Library MD

In 1967 the School of Library and Information Services of the University of Maryland received a grant from the U.S. Office of Education for a demonstration project to prepare students for service to socially and economically disadvantaged groups. The innovative core of this program was a laboratory library located in one of the black ghettos of Prince George's County, Maryland. The planning and development of this library raised unsettling questions about the usefulness of library education to persons who seek to make a public library a strong educational and social force. The efforts to create a meaningful service to a disadvantaged black community often overstepped prevailing views of professional boundaries, brought several agencies into conflict, and challenged the curriculum and admissions policies of the Library School. However, student responses to the High John Library attested to its value as an integral part of professional education. In his evaluation, Miles Martin discusses the shortcomings in library research and education which the library revealed. He places considerable value upon the High John Library as an example of a "link pin organization" which provides the opportunity and environment for discovering and implementing change in librarianship while evaluating the process. This report provides information on the origin and leadership of the project, the establishment of the service as a laboratory, the academic program, and the students, as well as a critical review and analysis of the project, an evaluation and conclusions, eight appendixes, and five references. Reading lists are included in the section on the academic program. (Author/BBM)

asked to assess their math skill levels prior to the course, 5% rated their skill as very poor, 18% poor, 52% okay, 20% good, and 4% very good--the post-survey distribution of responses indicated that students felt that their math skills had improved; (4) in each of the math courses studied, there was substantial skills gain at the end of the course; and (6) 50% of the students completed their math course with an A, B, or C grade. The student questionnaire and scores by college groups and colleges are appended. (WJT)

ED 321 783 JC 900 331

Alfano, Kathleen; And Others
The Evaluation of the Effect of AB 1725 on Statewide Faculty and Staff Development.
California Univ., Los Angeles. Community Coll. Studies Program.; Ventura County Community Coll. District, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 3 Jul 90
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Community Colleges; *Educational Legislation; *Faculty Development; Interviews; Literature Reviews; *Staff Development; State Aid; State Surveys; Two Year Colleges
IDENTIFIERS- *California

In 1989-90, a study was conducted of the activities that the California community colleges funded with monies set aside as mandated by Assembly Bill (AB) 1725 for faculty and staff development. The purpose of the study was to develop accountability procedures for monitoring the faculty and staff development fund for community colleges. The study involved a review of the literature on faculty and staff development, analyses of college documents, visits to 10 campuses, a statewide survey, and meetings with several constituent groups. Study findings included the following: (1) the colleges surveyed used the AB 1725 funds to expand existing programs, conduct needs assessments, and distribute professional development funds to large numbers of staff members; (2) the strongest features of the expanded activities were organized staff development programs (for faculty, classified, and administrative personnel on each campus), new procedures for institutions had articulation agreements in the technologies of: business and office (86%); engineering (59%); industrial (58%); health (58%); scientific (24%); and/or public service (26%); and (8) while 90% of institutions indicated that they had formal written articulation agreements, less than half of the respondents (42%) were meeting the goals of their agreements, while 48% were only partially successful. The survey instrument is attached. (JMC)

ED 321 796 JC 900 382

Hall, Barbara Ann
Variables Affecting the Academic Success of Community College Transfer Students.
PUB DATE- May 90
NOTE- 299p.; Ph.D. Dissertation, Claremont Graduate School.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Environment; *College Transfer Students; Community Colleges; Enrollment Influences; Family Influence; Literature Reviews; *Performance Factors; State Universities; Student Characteristics; Student College Relationship; Student Educational Objectives; Tables (Data); Two Year Colleges

In 1990, a research study was conducted to discover which variables students identified as being significant to their academic success, first at Mt. San Antonio Community College (MSAC), then after they transferred to the California State University (CSU) or to the University of California (UC). An important goal of the study was to determine if the variables that were significant to the students at the community college remained equally significant or changed after they transferred to the four-year institution. Fifty-five percent of the CSU and 72% of the UC transfers responded to the survey. The study verified that transfers from MSAC to CSU and UC had been under-reported, that significantly more part-time students persisted to transfer, that the majority of respondents worked 21 to 30 hours per week, and that students were predominantly female, older, and of an ethnic background other than white. At MSAC and the universities, remedial programs were significant to about one-quarter of the respondents. All respondents rated the 57 personal, instructional, and student service variables within a book, "Partnerships in Education: Measuring Their Success," entailed a survey of various partnership leaders from education, business, government, and nonprofit organizations. The survey results are discussed in this paper. The components of evaluation--target population needs, resource allocation, goal consensus, congruence between structure and goals, scope, goals and objectives, and measurement--are discussed. Although programs vary widely in content and format, they all must address the issue of accountability. (LMI)

ED 321 405 EA 022 064

Schwartz, Audrey James
School Social Context, Teacher Culture, and School-Based Management.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cultural Influences; *Educational Environment; High Schools; *Institutional Characteristics; *School Based Management; *School Restructuring; School Security; Social Environment; Teacher Alienation; *Teacher Attitudes; Teacher Role; Work Environment
IDENTIFIERS- *California (Los Angeles County)

An analysis of the relationship between teachers' work culture and the school's social context is the purpose of this study, with a focus on teachers' shared psychological work orientations as components of a teacher culture. The methodology relates high school teachers' attitudes in two high schools to different social contexts with the cultural attributes that affect teacher participation in schoolwide decision making. School social context is defined by educators' and students' perceptions of the school's level of safety. The sample includes 19 high schools from 13 school districts chosen because of a concern about increasing Latino gang activity in the schools. Data were collected from surveys of 150 to 250 students and 13 to 15 randomly selected teachers, and from interviews with administrators and counselors. Findings indicate that teachers in schools with unfavorable social contexts, unlike teachers in schools with favorable social contexts, lack the psychological conditions necessary for effective participation in decision making. Teachers in unfavorable cultures feel alienated

Organizational Climate; Quality of Working Life; *School Safety; *Stress Management; *Stress Variables; *Superintendents; Tenure; Work Environment

Identification of the causes of job stress for public school superintendents, with a focus on personal-experiential and task variables, is the purpose of this study. Methodology involved a mail survey of 1,531 randomly selected superintendents. Canonical correlation analysis (CCA) and multiple regression correlation (MCR) analysis were used to determine the relationships among perceptions of job safety, personal variables, and task variables. Findings indicate that a majority of superintendents have positive feelings about their safety on the job. A positive relationship exists between job safety and 22 of the task variables, and no relationship exists between the personal-experiential variables and job safety. A total of 106 recommendations are offered for reducing job stress and improving job safety, with emphases on personal growth, administrative cooperation, and contract negotiation. Tables present statistical findings of the survey. An extensive bibliography is included. (LMI)

ED 321 422 EA 022 114

Pugh, Wesley C.
An Evaluator Ponders: What Motivates Policymakers?
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Decision Making; Dress Codes; *Educational Policy; Elementary Secondary Education; *Evaluation Utilization; *Policy Formation; Politics of Education; *Research Utilization; School Policy

An analysis of the process by which the results of research and evaluation studies are utilized in the formation of educational policy is the purpose of this paper. Based on a case study of a large urban public school's implementation of a dress code policy, four interrelated factors are identified that affect policy formation and data utilization: (1) policymakers' "mind frames"; (2) public demands over public needs; (3) positive public perception of policy; and (4) impact of mass media. The findings representative lists of screening and assessment instruments and procedures, a glossary, and regulations from Public Law 94-142 and Public Law 99-457 that pertain to screening and assessment. Includes 79 references. (JDD)

ED 321 437 EC 231 557

Kohrman, Arthur F.
Psychological Issues in Pediatric Home Care.
PUB DATE- Dec 89
NOTE- 38p.; Paper presented at the Conference of the National Center for Clinical Infant Programs (Washington, DC, December 1-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Caregivers; Children; *Chronic Illness; Deinstitutionalization (of Disabled); Family Caregivers; Family Involvement; *Home Programs; *Long Term Care; Medical Services; Physician Patient Relationship; Psychological Needs; *Psychological Patterns; *Special Health Problems; Therapeutic Environment

The popularity of home care for chronically ill or technology-dependent children has moved professionals into unfamiliar settings. Factors responsible for the relatively sudden surge of effort to place children with complex needs at home include costs, individualism and autonomy, changing views of medicine and its institutions, limits of medical technology, and growth of technical capability. The movement carries many imperatives for behavior and attitude changes in adapting to the public nature of the care, the need for families to assume risks usually assumed by hospital staff, and the need for professionals to dissociate the management of risk from their direct control. Bringing home the medically complex child may create problems which must be anticipated by candidate families, such as loss of privacy, terror concerning the patient's survival, role confusion, exhaustion, endlessness, and guilt. Participation of caretakers from outside the immediate household requires establishment of criteria for training and clear negotiation of the terms of the arrangement. Psychological concerns of professionals who participate in home-care planning include belief in the hospital as the best locus of care and the nature of professional responsibility. The plan for discharge should consider the: adequacy of funds, screening and supervising of paid and volunteer

ED 321 452 EC 231 572

Egan, Rosemary W.
Transition Needs Assessment for Younger Special Education Students and Executive Summary.
Northeastern Illinois Univ., Chicago. Dept. of Special Education.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- Dec 89
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Delivery Systems; *Developmental Disabilities; *Needs Assessment; Parent Attitudes; *Parent School Relationship; Planning; Preschool Education; *Special Education; State Programs; *Transitional Programs; Workshops
IDENTIFIERS- *Illinois

This document reports on a project of the Illinois Planning Council on Developmental Disabilities to assess needs of current transition practices in Illinois for preschool children with special needs. The project involved: analysis of a comprehensive review of the relevant research literature; recommendations from advisory board members, workshop participants, and consultants; analyses of national, state, and local surveys; and results from 220 interviews with parents and 87 interviews with service providers. Section 1 provides an overview and details the organization of the study, while Section II presents research results in terms of demographics and basic findings for both the parent survey and the service provider survey. Factors (e.g., support for parents, time factors, communication issues) which affect the transition process are identified. Section III details the resulting recommendations in terms of rationale, literature review, transition needs assessment project results, and recommended strategies. There are six recommendations: (1) evaluate current transition practices; (2) assist parents in accessing support; (3) establish timeline for transition activities; (3) delineate channels of communication; (5) prepare for, plan, and implement the child's assessment and subsequent placement; and (6) evaluate the transition and conduct followup activities. Workshop format and handout materials are appended. Includes 86 references. (DB)

Shaffer, David, Ed.; And Others
Prevention in Child and Adolescent Psychiatry: The Reduction of Risk for Mental Disorders.
American Academy of Child and Adolescent Psychiatry, Washington, DC.
SPONS. AGENCY- Ittleston Foundation Inc., New York, NY.; van Ameringen Foundation, New York, N.Y.
PUB DATE- Mar 90
NOTE- 76p.; Support was also provide by the Pew Charitable Trusts.
AVAILABLE FROM- American Academy of Child and Adolescent Psychiatry, 3615 Wisconsin Ave., NW, Washington, DC 20016 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Alcoholism; *At Risk Persons; Behavior Disorders; Child Advocacy; Curriculum Development; Drug Abuse; *Emotional Disturbances; Ethics; Handicap Identification; Identification; Intervention; Learning Disabilities; *Mental Disorders; *Prevention; *Psychiatry; Research Needs; Suicide
IDENTIFIERS- *Project Prevention

The book describes Project Prevention, an interdisciplinary project developed by the American Academy of Child and Adolescent Psychiatry, to identify risk factors for mental disorders and preventive interventions. After an introductory chapter, the following eight chapters cover: the scope of Project Prevention; children at high risk (e.g., children of psychiatrically ill parents); prevention of specific disorders--conduct disorders, learning disorders, drug and alcohol abuse, suicide; implications for practice; outreach, public education and advocacy; the prevention curriculum; research; and ethics. A summary chapter identifies key conclusions including: (1) there is little support for universal vulnerability, except for post-traumatic stress syndrome; (2) strategies addressed to high-risk individuals rather than broad population groups are preferred; (3) high-risk strategies require the identification of children at risk; (4) more epidemiological and longitudinal research is required; (5) though primary prevention is generally not possible, opportunities exist to provide secondary and tertiary prevention; and (6) psychiatric professionals have a central role to play in prevention. Thirty-nine specific recommendations address education and outreach to community and professional groups, implementation of services, professional training, and research advocacy. Appended are lists of action steps for implementing recommendations, sources of financial support, and Project Prevention participants. Contains about 70 references. (DB)

defined and its various components (e.g., content and situation specificity and ties to self-concept development) are explained. Strategies to reverse patterns of underachievement are classified as either supportive, intrinsic, or remedial. Guidelines are offered to families in applying all three types of strategies. The value of participation by underachieving gifted students in a gifted program is noted. A distinction is made between praise for achievement outcomes and encouragement of a child's efforts. Underachievement is seen as a reversible but complex web of behaviors. Includes 13 references and 15 resources for students. (DB)

ED 321 484 EC 231 805

Baum, Susan
Gifted but Learning Disabled: A Puzzling Paradox. ERIC Digest #E479.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Definitions; *Educational Needs; Elementary Secondary Education; *Gifted; *Gifted Disabled; *Handicap Identification; Intervention; *Learning Disabilities; Learning Strategies; Student Characteristics; Talent; *Talent Identification
IDENTIFIERS- ERIC Digests

This digest is derived from Susan Baum's "Being Gifted and Learning Disabled...From Definition to Practical Intervention." The learning disabled gifted are grouped into three categories: identified gifted students who have subtle learning disabilities, unidentified students whose gifts and disabilities may be masked by average achievement, and identified learning disabled students who are also gifted. Four general guidelines are offered to professionals in developing appropriate educational programs. They are: (1) focus attention on the development of the gift; (2) provide a nurturing environment that values individual differences; (3) encourage

McIntosh, Margaret E.; Greenlaw, M. Jean
Fostering the Postsecondary Aspirations of Gifted Urban Minority Students. ERIC Digest #E493.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Aspiration; *Career Planning; Disadvantaged Youth; *Educational Counseling; Educational Needs; Elementary Secondary Education; *Gifted; High Schools; *Minority Groups; Parent School Relationship; Student Educational Objectives; *Student Needs; *Urban Education
IDENTIFIERS- ERIC Digests

This digest addresses the special needs of gifted urban minority students in the selection of postsecondary career and educational options. Noted is the frequent lack of family encouragement in this population toward higher education and career achievement. Suggestions are offered for teachers, students, counselors, administrators, and parents. These include: continuous gentle persuasion and provision of contact with successful minority professions (teachers); informing gifted minority students of educational options and working with parents to find sources of financial aid (counselors); serving as an advocate through contact with community service organizations, recognition of the achievements and potential of individual students, and rallying the school community behind able students (administrators). Noted are the possible effects of the student's aspirations on his/her position in the family. Contains 10 references. (DB)

ED 321 499   EC 231 820

Berger, Sandra L.
Supporting Gifted Education through Advocacy. ERIC Digest #E494.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on

PUB DATE- 90
NOTE- 411p.; For the 11th annual report, see ED 314 925.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Compliance (Legal); *Disabilities; Dropouts; *Early Intervention; *Educational Legislation; Educational Practices; Education Work Relationship; Elementary Secondary Education; *Federal Aid; *Federal Legislation; High School Graduates; Needs Assessment; Personnel Needs; Preschool Education; Program Evaluation; Special Education; Student Placement; *Transitional Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Education of the Handicapped Act; Education of the Handicapped Act Amendments 1986

This report documents progress in providing a free appropriate public education for all children with handicaps. The report covers services provided under the Education of the Handicapped Act (P.L. 94-142) and subsequent amendments, as well as Chapter 1 of the Elementary and Secondary Education Act. Chapter 1 supplies national statistics on the number of children who received special education and related services in 1988-89, their educational placements, and the number of personnel employed and needed. Chapter 2 discusses implementation of Part H of the Education of the Handicapped Act Amendments of 1986 (P.L. 99-457) to improve early intervention services for handicapped infants and toddlers and their families. It also describes the Preschool Grants Program ensuring a free appropriate public education for all children with handicaps age 3-5. Chapter 3 examines the transition of secondary age students with handicaps, including patterns of course taking in comprehensive high schools, the exiting status of special education students, and anticipated need for services by exiting students. The chapter also details State and Federal efforts to evaluate the outcomes of students in transition. Chapter 4 describes financial assistance to State and local educational agencies through formula and discretionary grant programs, and Federal efforts to monitor State policies and procedures. Appendices contain data tables (child count, educational environments, personnel, exiting students, anticipated services, population and enrollment, financing, expenditures); an overview of the 1987 High School Transcript Study; a summary report of special education programs and related services needing improvement; special studies contracts; and abstracts from the State and Federal evaluation studies program. (JDD)

are ease and speed of scoring and adaptability to program needs and objectives. Further research is recommended on the validity of the procedure, and to determine whether partial dictation can discriminate among different terms in a course, or whether the desirable properties are shown by other dictations based on other text types, scoring and administration procedures, language modalities, segment length, and deletion decisions. A brief bibliography, a copy of the test, and tabulations of results are appended. (MSE)

ED 321 528 FL 018 610

Tabuki, Masatoshi
Presupposition in Japanese.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Case (Grammar); Contrastive Linguistics; *English; Foreign Countries; *Japanese; Language Research; Sentence Structure; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Presupposition

The properties of presupposition were investigated in Japanese and English. The investigation examined how the presupposition is preserved under different syntactic structures, and identified presupposition in terms of the transitivity of factive verbs. Japanese was seen as more clearly manifesting "presuppositionability" than English in terms of regularity of the case marking. It was also noticed that presupposition exists in the relationships between the matrix verbs and the case-makers in the case of the Japanese embedded sentence. (GLR)

ED 321 529 FL 018 611

Tabuki, Masatoshi

ED 321 544 FL 018 630

Berney, Tomi D.; Velasquez, Clara V.
Language Development Support Systems: Project L.D.S.S. 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Elementary Education; *English (Second Language); Federal Programs; Language Skills; *Limited English Speaking; Program Descriptions; *Program Evaluation; *Reading Skills; *Skill Development; Staff Development; *Writing Skills
IDENTIFIERS- Content Area Teaching; Degrees of Reading Power Test

Language Development Support Systems (Project LDSS) offered 215 limited English proficient (LEP) students at two New York City elementary schools the opportunity to improve their English skills through special language learning centers. These language learning centers were established at both schools and provided students with instruction in reading, writing, and content area subjects. Students were also trained in the use of microcomputers. Computers were used to assist in the instruction of certain subjects. The project's primary goals were to increase language development and reduce language regression in students while teaching them to become computer literate. Technical assistance and opportunities for development were made available to staff working with these students. A secondary objective of the project was to increase staff effectiveness at fulfilling job-related responsibilities. A statistically significant improvement in students' scores on the Degrees of Reading Power test indicated that the project achieved its primary objective, and observations of educators' classroom performances suggested that the secondary objective was also realized. (JL)

ED 321 545 FL 018 631

Lam, Tony C. N.; And Others

and experience using diverse modes to communicate this thinking with others. The method for teaching writing to Japanese students learning advanced English as a Second Language at the University of Pittsburgh's program in Japan reflects this approach. The students, united by a common interest in studying business administration in the United States, study business-specific topics, discuss them in class, and write two-page essays based on their readings, summarizing the article read and reacting to it. This type of assignment provides practice in organization and in separation of fact from opinion, and accommodates varying levels of language proficiency and writing styles. Students are guided to use appropriate strategies and formats, and receive written and oral feedback. (MSE)

ED 321 559 FL 018 679

Baron, Naomi
Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning. Language in Education: Theory and Practice.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-13-662875-3
PUB DATE- 90
NOTE- 143p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Caregiver Speech; *Child Language; Grammar; *Language Acquisition; *Language Styles; Learning Processes; Parent Child Relationship; *Parent Role; Phonology; Sociolinguistics; Vocabulary Development
IDENTIFIERS- *Baby Talk

This 10-chapter monograph explores the range of influences parents have on their children's linguistic development and in the process attempts to understand why parents adopt the language styles they do in addressing children. The discussion focuses on the following three themes that are interwoven throughout the book: (1) the social nature of human language that drives parents to adopt a concerned with the relation of two variables to second language achievement. "Predictors of Success in an Intensive Foreign Language Learning Context: Correlates of Language Learning at the Defense Language Institute Foreign Language Center" (John A. Lett and Francis E. O'Mara) describes how one measure (the Defense Language Aptitude Battery) is used to select learners of a particular language at the Defense Language Institute in Monterey, California. (MSE)

ED 321 574 FL 018 712

D'Acierno, Maria Rosaria
Three Types of Bilingualism.
PUB DATE- Mar 90
NOTE- 65p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Bilingualism; Case Studies; *Child Language; Comparative Analysis; *Educational Environment; English (Second Language); *Environmental Influences; Foreign Countries; Infants; Italian; Language Acquisition; *Language Dominance; Learning Processes; Parent Role; Second Language Learning; *Second Languages; Young Children
IDENTIFIERS- *Italy

A discussion of bilingualism and second language learning distinguishes three types of bilingualism, namely, compound, coordinate, and sub-coordinate. A compound bilingual is an individual who learns two languages in the same environment so that he/she acquires one notion with two verbal expressions. A coordinate bilingual acquires the two languages in different contexts (e.g., home and school), so the words of the two languages belong to separate and independent systems. In a sub-coordinate bilingual, one language dominates. As illustration, language development is examined in case studies of the following Italian/English bilingual children in Italy: (1) a two-year-old whose Italian father uses both languages and whose English mother uses mostly English; (2) two sisters aged five and nine whose parents are Italian but who have always attended English-language schools; and (3) two Italian teenage boys whose mother has always the determinination of proficiency requirements; and (3) Are there examples of proficiency-based programs currently in effect? A case study of the experience of the University of Minnesota College of Liberal Arts, with implementing a proficiency-based language requirement is provided. (VWL)

ED 321 589 FL 018 809

Two-Way Language Development Programs. ERIC Digests.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-90-04
PUB DATE- Sep 90
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Behavioral Objectives; *Bilingual Education Programs; Educational Objectives; *English (Second Language); Immersion Programs; *Native Language Instruction; *Program Design; *Second Language Instruction
IDENTIFIERS- ERIC Digests

Two-way language development programs are full-time programs that use two languages, one of which is English, for the purpose of instruction. Ideally, these programs are composed of elementary or secondary students half of whom are native speakers of English and the other half of whom are native speakers of the other language of instruction. Subject matter is learned through both languages, enabling students to become proficient in a second language. The objectives of two-way language development programs include the following: language minority students will become literate in their native language as well as in English; language majority students will develop high levels of proficiency in a second language; both language groups will perform academically at their grade level, develop positive attitudes toward the two languages being learned and toward the communities they represent, and develop a positive self-image. Two-way programs are different from transitional and immersion programs in that the two-way programs target both language minority and language majority students and do not

Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Bilingual Education; *Bilingualism; English (Second Language); Intelligence; Language Acquisition; Language Proficiency; Learning Theories; *Literacy; Literacy Education; Paraprofessional Personnel; *Reading Instruction; *Reading Processes; Second Language Learning; Student Needs; Teacher Role; Teaching Methods; Transfer of Training; *Writing Instruction; *Writing Processes

The mechanisms and issues in literacy are identified and analyzed as they relate to bilingualism. A wide range of current theory and research is synthesized, and concrete suggestions are made concerning the development of literacy skills in bilingual classrooms. The book is divided into nine chapters. The first chapter discusses varying perspectives on and definitions of literacy: functional, cultural, and critical. The second chapter reviews current and traditional models of reading and writing, providing a detailed analysis of the mechanisms related to processing texts, and discussing ways in which reading and writing are related. Chapter 3 defines bilingualism, examining language proficiency, first- and second-language acquisition, the relationship between proficiency and literacy, and language transfer. Chapter 4 focuses on instructional programs using more than one language for instruction. The fifth chapter addresses the relationship between bilingualism, intelligence, and cognitive development. Chapter 6 looks at a range of topics related to teaching English in a meaningful context. Chapter 7 deals specifically with reading instruction, and chapter 8 examines writing instruction using the classroom as a writing workshop. Finally, chapter 9 discusses the use of the paraprofessional in a bilingual program. A bibliography of over 300 items is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 604 FL 800 156

Dean, Margaret
Scope and Sequence Key Competencies.
Northwest Educational Cooperative, Des Plaines, IL.
PUB DATE- Sep 89
NOTE- 8p.
LANGUAGE- English

Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; *Cross Cultural Training; Culture Contact; Curriculum Guides; Inservice Education; *Instructional Materials; Lesson Plans; *Material Development; Questionnaires; *Refugees; Teacher Education; Teacher Educators; Workshops
IDENTIFIERS- Southeast Asians

Cultural orientation, teaching about a new culture and the skills needed to operate within it, is a critical component of refugee services programs. This handbook was developed at a 2-day workshop sponsored by the Northwest Educational Cooperative (NEC) and is designed to help improve the competencies of teacher trainers and bilingual staff responsible for providing cultural orientation. The handbook is divided into three sections. Section 1 consists of workshop handouts including a questionnaire aimed at determining participants' opinions about, and knowledge of cultural orientation programs, and a curriculum guide for such a program. Section 2 is a review of existing bilingual materials, including a listing of the language and purpose of materials housed in the NEC's library. Section 3 is a selection of cultural orientation lesson plans on topics such as the sponsor/refugee relationship, social customs, and using public transportation. The cultural-specific materials in this handbook were taken from materials used in Southeast Asian refugee camps. A bibliography of selected bilingual cultural orientation materials, and sample cultural orientation lessons are included. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 618 FL 800 239

Literacy Across The Curriculum: Language For Learning, Volume 5, Numbers 2-5.
Dawson Coll., Montreal (Quebec).
PUB DATE- 89
NOTE- 40p.; Volume 5, number 1 is unavailable.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *English (Second Language); Foreign Countries; French; Journal Writing; Language Tests; *Literacy; *Literacy Education; Minority Groups; Second Language Instruction; Student Journals; Teaching Methods; Testing; *Writing Across the Curriculum; Writing Evaluation
IDENTIFIERS- *Canada

This newsletter covers issues and activities related to writing

This technical report provides a detailed presentation of the status of Minnesota postsecondary education, summarizes policy issues studied by the Minnesota Higher Education Coordinating Board, and reviews programs administered by the Board. Section 1 reviews enrollment trends and projections, student characteristics, and Minnesota's investment in postsecondary education. The section also compares trends in Minnesota with those in other states. Section 2 reviews funding and financial aid issues; issues related to governance, mission differentiation, and planning; projects to improve educational quality; projects to enhance coordination and cooperation; and projects to improve information and assessment. Section 3 summarizes the state financial aid programs and such nonfinancial aid programs as the Interstate Tuition Reciprocity Program, the Minnesota Interlibrary Telecommunications Exchange, and Enterprise Development Partnership Centers. Over 100 tables offer supporting data. (JDD)

ED 321 632 HE 023 642

Report to the Governor and the 1989 Minnesota Legislature.
Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- Jan 89
NOTE- 54p.; For a companion technical report, see HE 023 641.
AVAILABLE FROM- Minnesota Higher Education Coordinating Board, Suite 400, Capitol Square, 550 Cedar, St. Paul, MN 55101.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Planning; *Educational Policy; *Educational Trends; Enrollment; *Governing Boards; Higher Education; *Postsecondary Education; Public Policy; State Programs; Student Characteristics
IDENTIFIERS- *Minnesota; *Minnesota Higher Education Coordinating Board

This document reviews the work of the Higher Education Coordinating Board of Minnesota during the 1987-88 period, highlights trends and conditions in Minnesota postsecondary education, discusses the major policy issues facing Minnesota, and presents the Board's legislative agenda for 1990-91. Board projects included adoption of a vision statement for postsecondary education and completion of policy studies; adoption of recommendations based on task force established an Entrepreneurial Awareness Program for vocational high school students and teachers. Vocational high schools were the first to be targeted because their students are enrolled in courses providing skills that would easily lend themselves to future business ownership. The need for the program arises from a major shift in job opportunities generally and in Chicago specifically. Teachers, assisted by program staff, present curriculum materials that are readily absorbed by students. Presentations by community business persons and members of the university's Small Business Development Center staff, designed to actively engage students in conversations with businesspeople to discuss the rewards of owning and operating a business, are a major part of the program. The program's goals are to have students develop an interest in owning and operating small community-based businesses such as small contractors, retail stores, barber and beauty shops, and franchises, and to make both teachers and students aware of the options and opportunities of entrepreneurship. (Author/MSE)

ED 321 645 HE 023 663

Pinkston-McKee, Ria R.
Student Support Services Program.
American Association of State Colleges and Universities, Washington, D.C.; Chicago State Univ., Ill.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 22p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
GRANT- G00-874-0713
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Academic Persistence; Career Awareness; *College Freshmen; *Counseling Services; *Developmental Studies Programs; *Dropout Prevention; Enrichment Activities; Graduate Study; Higher Education; Program Descriptions; School Holding Power; State Universities; Student Recruitment; *Tutorial Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Chicago

development activities is required of participants in the form of abstracts or copies of the work funded or performance contracts. The professional development committee submits an annual report to the Shippensburg University Foundation and the State System of Higher Education Faculty Development Council summarizing all development activities and outcomes. A suggested time frame for faculty proposal submissions and awards is presented, and recommendations for design and administration of such programs are outlined. (MSE)

ED 321 658 HE 023 676

Hammond, W. Rodney; And Others

Positive Adolescent Choices Training (PACT).

American Association of State Colleges and Universities, Washington, D.C.; Wright State Univ., Dayton, OH. School of Professional Psychology.

SPONS. AGENCY- Ohio State Commission on Minority Health, Columbus.

PUB DATE- 90

NOTE- 20p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.

GRANT- MIH-89-23; MIH-90-10

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; At Risk Persons; Blacks; Clinical Experience; College School Cooperation; *Conflict Resolution; *Delinquency Prevention; Disadvantaged; Graduate Study; Health Promotion; Higher Education; *Interpersonal Competence; Problem Solving; Program Descriptions; Psychology; Role Playing; Skill Development; State Universities; Victims of Crime; Videotape Recordings; *Violence

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Dayton Public Schools OH; *Wright State University OH

Positive Adolescent Choices Training (PACT) is a health promotion program providing violence prevention programming targeted at black youth, at high risk for becoming either perpetrators or victims of violence. Conducted by the School of Professional Psychology of Wright State University in Dayton, Ohio, in cooperation with Dayton

IDENTIFIERS- *AIR Forum

The responses from questionnaires (N=182) given to 201 individuals who were provided an opportunity to join the faculty of two research universities (one rural, one urban) were analyzed to determine the factors influencing their decisions to join or not join. Interviews with 60% of the respondents were conducted to gather further information. Particular attention was paid to the relative weight and importance placed on the tangible, intangible, and non-work related benefits in the decision making process. Comparisons were drawn from previous faculty recruitment studies and to the complementary retention study, as well as between the urban and rural subject universities. In all, of the ten most influential factors found in the decision making process, eight were intangible benefits of employment and present in all analyses: institutional, department and associates reputations; research opportunities; teaching assignments/opportunities; career advancement opportunities, congeniality of associates; and rapport with departmental leaders. The ninth common factor was the tangible benefit "teaching/research load," and the uncommon factor found in the top ten of one of the universities was the tangible benefit of "library facilities"; in the other university it was "research funding." (19 references) (GLR)

ED 321 672 HE 023 690

Snyder, Julie K.

Factors Contributing to Research Excellence.

PUB DATE- May 90

NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Policy; Financial Support; Higher Education; *Institutional Characteristics; Institutional Environment; Institutional Research; Productivity; *Research and Development; *Research Projects; Research Proposals; *Research Universities; Trend Analysis

IDENTIFIERS- *AIR Forum

The paper considers the management process within central research offices of universities, or the research divisions of universities, to determine how funded research is encouraged at research

IDENTIFIERS- *AIR Forum; *Georgetown University DC; Student Surveys

A survey of college sophomores (N=671) at Georgetown University (District of Columbia) was conducted to measure the extent of their participation in intellectual pursuits and other complementary or competing activities. Principal components analysis was used to identify questions which measured underlying tendencies, and weighted indexes were created which measure intellectual orientation, social philosophy, social action, careerism, and sociability. The interrelationships of these factors were analyzed and students were differentiated on these scales by intended major, sex, religion, financial aid status, grade point average, and type of high school attended. Findings indicated an inverse relationship between intellectual orientation and career focus, a strong positive relationship between intellectual orientation and social philosophy, a significant negative correlation between intellectual orientation and sociability, and a significant positive relationship between career orientation and sociability. (Contains 17 references). (Author)

ED 321 687 HE 023 705

Haberaecker, Heather J.

Developing Interinstitutional Comparisons of Nonacademic Units for Use in the Review Process. AIR 1990 Annual Forum Paper.

PUB DATE- 16 May 90

NOTE- 36p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Programs; Colleges; Comparative Analysis; Higher Education; Information Sources; Institutional Characteristics; Literature Reviews; Models; *Organizational Effectiveness; *Program Effectiveness; *Program Evaluation; *Units of Study; Universities

IDENTIFIERS- *Air Forum; Northeastern Illinois University; *Program Review

A framework is presented for developing and utilizing interinstitutional comparisons of nonacademic units in the program review process using Northeastern Illinois University of Chicago, Illinois, as an example. The framework is drawn from a review of the literature on organizational effectiveness and the various

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Collection; *Educational Assessment; Financial Support; Higher Education; *Institutional Evaluation; National Surveys; *Outcomes of Education; Postsecondary Education; State Legislation; *State Standards; Trend Analysis
IDENTIFIERS- Education Commission of the States

The state profiles contained in this document are based on a 1989 survey of statewide or systemwide approaches to assessment and outcomes measurement in postsecondary education. All 50 states, the territory of Puerto Rico, and the District of Columbia are included. A common format provides information on the following aspects: origins of the initiative, a description of the assessment initiative, the primary purpose of the assessment, whether or not common data or test results are collected in the state; whether institutions are required to report to the state about assessment or receive state-level approval of its initiative and how the initiative is funded. Additional comments provide information on state trends in assessment. An introductory reprint from the April 1990 issue of the AAHE (American Association for Higher Education) Bulletin contrasts the 1989 survey results with those obtained from a similar survey carried out in 1987. It is noted that (unlike the earlier group), most of the 1989 respondents clearly distinguished between assessment of basic student skills on entry and assessment of college outcomes; an increasing recognition of assessment as an identifiably distinct policy arena was also observed. Twenty seven states have identifiable assessment initiatives consisting of legislation or board policy in place with only eight states reporting no such initiatives being planned; most new state initiatives stress institutional flexibility; most states are requiring local fiscal support of assessment efforts; and most respondents saw the purpose of assessment to be instructional improvement rather than accountability. (DB)

ED 321 702 HE 023 720

Ewell, Peter T.
Assessment and the "New Accountability": A Challenge for Higher Education's Leadership. ECS Working Papers.
Education Commission of the States, Denver, Colo.
PUB DATE- 90
NOTE- 26p.; For related documents, see HE 023 719-721.

Boshuizen, Henny P. A.; Schmidt, Henk G.
The Role of Biomedical Knowledge in Clinical Reasoning by Experts, Intermediates and Novices.
SPONS. AGENCY- Institute for Educational Research, The Hague (Netherlands).
PUB DATE- Apr 90
NOTE- 59p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related documents, see HE 023 729, HE 023 731-733, ED 284 497 and ED 286 527.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Diagnosis; *Cognitive Structures; Decision Making; Foreign Countries; Higher Education; *Knowledge Level; Medical Education; Medical Students; Physicians; *Problem Solving; *Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- *Experts

In two studies, the role of biomedical knowledge in the diagnosis of clinical cases by physicians and medical students was explored. Experiment 1 demonstrated a decrease in the use of biomedical knowledge with increasing expertise. This result appeared to be at variance with some findings reported in some but not all of the literature. In Experiment 2, three possible explanations for this phenomenon were investigated: rudimentation of biomedical knowledge, inertia, or compilation. Using a combined think-aloud and post-hoc-explanation methodology, it was shown that experts have more in-depth biomedical knowledge than novices and subjects of intermediate levels of expertise, but use this knowledge in a tacit way, the result of a process of knowledge compilation. The findings generally support a three-stage model of expertise development in medicine: (1) during the preclinical stage biomedical and clinical knowledge develop separately with an emphasis on biomedical knowledge; (2) during the clerkship stage, emphasis is shifted toward the acquisition of clinical knowledge; and (3) after both knowledge bases have matured to a sufficient extent, biomedical knowledge is compiled and integrated into clinical knowledge. Contains 30 references. (DB)

ED 321 715 HE 023 735

Menges, Robert J.; And Others

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Educational Media; *Educational Resources; Elementary Secondary Education; Guidelines; *Learning Resources Centers; Library Collections; Library Instruction; Library Services; *Mainstreaming; *Media Specialists; Models; Needs Assessment; Questionnaires
IDENTIFIERS- Education for All Handicapped Children Act

This manual is a product of the Media and Mainstreaming Project and a fuller version of the manual included in the interim report "Educational Media for Handicapped Students in Regular K-12 Schools"). It focuses on the media-related needs of handicapped students being mainstreamed into regular K-12 school programs. The emphasis is on how the school library media specialist can use, adapt, or supplement the components of the media center to meet those needs. These components encompass a media program of services and instruction which make the facility, equipment, and collection accessible to the entire school community through the design and management of a professional media staff. To this end an operational model, guidelines, and assessment guide have been developed for use by media personnel in meeting the mandates of P.L. 94-142 (The Education for All Handicapped Children Act). This model consists of the operational model, the guidelines, an assessment guide, and instructions for developing a plan of action using data gathered with the assessment guide. The manual is for use by school library media personnel in meeting the needs of mainstreamed handicapped students. An extensive list of resources is also provided. (GL)

ED 321 728 IR 013 861

Halliday, Meta A.
A New Media Center.
PUB DATE- 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Electronic Equipment; Elementary

Instruction; Seminars
IDENTIFIERS- Economic and Social Research Council (England)

This paper contains the text of four papers presented at a seminar held to develop issues for future research in the science and mathematics curriculum area. In "The Nature of Pupils' Naive Conceptions in Science," Rosalind Driver discusses spontaneous reasoning about force and motion, spontaneous reasoning in other domains of experience, general features of students' conceptions in science, and educational implications. She cites 45 references. In "Mathematical Education, Research and Information Technology," Hugh Burkhardt looks at levels of educational research and contributions of information technology to mathematical education. He cites 5 references. In "Mathematics and Instruction: A Case for Research," David Wood considers mathematical ability in deaf children, types of mathematical errors and misconceptions, instructional theory related to mathematics teaching, the nature of pedagogical discourse, and visual representational capabilities of new technology. He cites seven references. In "Changing Primary School Practice through Information Technology: Notes for a Research Agenda," Charles Desforges suggests areas of research necessary to help innovators design and sustain programs at the primary school level, including curriculum design, classroom contexts, time to learn, and teaching cultures. He cites 15 references. Comments by three rapporteurs summarizing and synthesizing seminar discussions conclude the report. (MES)

ED 321 743 IR 014 510

Rymaszewski, Rachel, Ed.
Information Technology and Language Development. Occasional Paper InTER/10/89.
Economic and Social Research Council, Lancaster (England).; Lancaster Univ. (England). Dept. of Psychology.
PUB DATE- Jul 89
NOTE- 29p.; A product of the Information Technology in Education Research Programme. One page each in the introduction section and the references section is partially blank.
AVAILABLE FROM- ESRC InTER Programme, Department of Psychology, University of Lancaster, Lancaster LA1 4YF, United Kingdom (single copy) free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Reports - Research/Technical (143)
DESCRIPTORS- *Cable Television; *Policy Formation; *Public
  Television; *State Aid; *Telecommunications
IDENTIFIERS- Fund Accounting; Interconnection; *Public Broadcasting;
  *Public Radio

This study of the Florida Public Broadcasting Program System, which was conducted by the Program Committee of the Postsecondary Education Planning Commission, focused on five basic issues: (1) What are the current policies and procedures for determining how to add public broadcasting stations to Florida's system? (2) How should Florida fund public broadcasting stations? (3) How well does Florida's interconnection system meet the state's needs? (4) What effect has the cable industry had upon the system's public broadcasting stations? and (5) How should state government best ensure the accountability of state funds used by system public broadcasting stations? The report includes a review of the literature on public broadcasting as it evolved on the national level and as it is administered in Florida. Also included are the Committee's analysis of policies and procedures of Florida's public broadcasting system, results of interviews and public testimony with public broadcasting representatives, a consultant's report, and recommendations intended to help clarify existing policies and procedures. Appendixes include Corporation for Public Broadcasting qualification criteria for television community service grants, a list of public broadcasting radio and television stations in Florida's system, a summary of legislative appropriations for 1980-1989, a description of revenue sources of individual system stations for 1987-1988, and coverage maps of Florida public television and radio. (GL)

ED 321 757 IR 014 525

Plomp, Tjeerd
IEA: Its Role and Plans for International Comparative Research in
  Education.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Lindsay, John
Databases and Networking for Development. The Organization of Information in Europe in the Field of Policy and Planning for Developing Countries.
PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Information; *Developing Nations; Foreign Countries; *Information Networks; Information Science; *Information Sources; *International Cooperation; Public Policy; Technological Advancement; Telecommunications; User Needs (Information)
IDENTIFIERS- Europe (East); France; Germany; Information Policy; Italy; Scandinavia; UNESCO; United Kingdom

This work suggests that better organization of existing sources of information available in Europe and better application of these sources to training can result in improved understanding of how information systems work, and it provides an annotated list of some of these sources. The guide opens with an introduction to public policy and urban planning in the context of developing countries, and explains that because this subject area is so focused and interdisciplinary it is difficult to locate information in a consistent manner; thus, the information needs of the people living in urban areas of developing countries are little known or catered to. Definitions for the field are explored, and the prospective users of information networks within this field are identified, e.g., academics and researchers, funding agencies, students in Europe, consultants, and planners in the third world. Subsequent sections of the guide describe the types of materials included as reference sources (e.g., people, grey literature, and geospatial databases), and then list the resources by international organization or geographic location (United Kingdom, Scandinavia, Germany, France, Italy, Eastern Europe and the Benelux countries) from which the resources originate. An appendix presents a prototype information network. (SD)

ED 321 771 IR 053 210

Halliday, Meta A.

allocating funds, and newly emergent leadership; and (3) the weakest features were difficulty in linking institutional, constituent group, and individual needs and priorities and minimal attention to assessing tangible local outcomes. Based on study findings, nine recommendations were developed concerning delineating responsibilities, linking local needs with authorized uses and allocations, evaluating efforts, maintaining a database of staff development models and resources, training the coordinators, revising the funding formula, relating staff development to student learning, conducting follow-up studies, and revising the authorized uses of AB 1725 funds. The survey instrument and interview schedule are appended. (JMC)

ED 321 784 JC 900 333

Head, Ronald B.
Employer Survey Results for the PVCC Graduating Class of 1987-88. Research Report No. 4-90.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Jun 90
NOTE- 40p.; For 1986-87 report, see ED 308 896.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; *Education Work Relationship; Employee Attitudes; *Employer Attitudes; *Job Performance; *Job Skills; Outcomes of Education; *Personnel Evaluation; Questionnaires; Two Year Colleges; *Vocational Followup

In 1990, a survey was conducted to evaluate the occupational success of Piedmont Virginia Community College's (PVCC's) 1987-88 graduates. On a graduate follow-up survey, 62 graduates (48.1%) consented to having their employers surveyed. Of the 62 employers contacted, 56 completed and returned valid surveys, asking for an evaluation of the PVCC graduates in terms of job skills, work performance, and attitudes. Survey findings indicated the following: (1) between 75% and 85% of the employers rated the graduates as "excellent" or "good" with respect to technical job skills, quality and quantity of work, attitude, and cooperation with fellow workers and supervisors; (2) approximately 60% of the employers rated the graduates as "excellent" or "good" in math, writing, speaking, research, and logic skills; (3) a larger

close percentile range at both MSAC and the universities. Fourteen variables received highest ratings from both CSU and UC transfers, including clear deadlines for class assignments; personal self-motivation; concerned, responsive, and knowledgeable faculty; and helpful parents/guardians and friends. The study ultimately confirmed previous research that the most important variables outside of self-motivation for maintaining student persistence were related to human interaction. Eight appendixes are attached, including the survey instrument, cover letters, and student ethnic and educational data. (JMC)

ED 321 797 JC 900 386

1989 Program Evaluations. Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jun 90
NOTE- 238p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Graduates; *Community Colleges; Educational Assessment; Enrollment; Enrollment Trends; Job Placement; *Office Occupations Education; *Outcomes of Education; *Program Evaluation; State Surveys; Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Maryland

The Maryland Community College Program Evaluation System is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the board. This document first presents the results of a statewide evaluation of the Office Technologies programs, followed by a section presenting the results of individual community college evaluations of programs throughout the community college system. The evaluation of Office Technologies programs includes descriptive information on the programs offered at all 17 community colleges in the system, an analysis of trends in enrollments and student characteristics, program performance data, results of evaluations conducted by the colleges, and recommendations regarding program offerings and improvements. The section on qualitative evaluations contains 40 program reports completed by the 17 individual colleges. For each program, the following information is provided: (1) the name of the from their schools, which is antithetical to collaboration. A long-term implication is that cultural transformation is necessary for increased teacher involvement. However, the problems that initially created unfavorable school contexts must also be addressed. Tables present statistical substantiation of the findings. An extensive bibliography is provided. (LMI)

ED 321 406 EA 022 065

Report of the Iowa Governor's Conference on Education Goals (Ames, Iowa, December 13, 1989).
Iowa State Dept. of Education, Des Moines.; Iowa State Univ. of Science and Technology, Ames. Coll. of Education.
PUB DATE- Mar 90
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Educational Environment; *Educational Objectives; Elementary Secondary Education; Evaluation; Excellence in Education; Federal State Relationship; Goal Orientation; Graduation; Literacy; Productivity; Resistance to Change; School Effectiveness; Standards; State Surveys; *Statewide Planning
IDENTIFIERS- *Iowa

The summary of a statewide conference on future directions for Iowa education in congruence with national education goals and the results of a follow-up survey are the topics of this report. Roundtable discussion participants assessed 10 educational goals and their associated indicators in relation to validity of the indicators, barriers to achieving the goals, steps to achieve the goal, and target date. Discussion groups also ranked five goals they considered to be most significant for Iowa and for the nation. A follow-up survey of all participants (297) yielded a 57 percent response rate, or 169 completed surveys. Participants generally agreed that indicators proposed for consideration in each goal area were valid indices of the goals but were limited to quantitative assessments. Two barriers to achieving educational goals were consistently cited: the structure of the current education system, and insufficient community and parent support. Findings of the conference proceedings and the survey indicate that participants viewed state and national education goals to be equally important.

indicate that research and evaluation data utilization in the policy formation process is an unfulfilled promise that contributes to "education reform fads." Failure by policymakers and researchers to reverse the trend of inappropriate use of research results will perpetuate the lag between educational improvement and the rhetoric of excellence in reform movements. (17 references) (LMI)

ED 321 423 EA 022 117

Constructive Confrontation. EMU Labor Studies.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Jun 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competence; Elementary Secondary Education; Employer Employee Relationship; Informal Assessment; *Interpersonal Communication; Interpersonal Relationship; *Job Performance; Labor Problems; *Personnel Evaluation; *Personnel Management; *Principals; School Policy; School Supervision; Teacher Administrator Relationship; Teacher Evaluation; Teacher Supervision; Value Judgment

Personnel management constitutes a substantial proportion of the elementary school principal's responsibilities. Constructive ways in which principals can identify and effectively confront deterioration of staff job performance are discussed in this newsletter. Effective interpersonal confrontation involves preparation, active listening, objectivity, positive criticism, directness, and consistency. Nine "dos" and "don'ts" for constructive confrontation are offered. (LMI)

ED 321 424 EA 022 176

Lumsden, Linda S.
Meeting the Special Needs of Drug-Affected Children. ERIC Digest

caregivers, best use of home space, respite care, and other issues. Includes 11 references. (JDD)

ED 321 438 EC 231 558

Fein, Deborah; And Others
Variability in Autistic Children's Social Responsiveness.
PUB DATE- Feb 90
NOTE- 8p.; Paper presented at the Meeting of the International Neuropsychological Society (Orlando, FL, February 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Autism; Elementary Secondary Education; *Interpersonal Communication; *Interpersonal Competence; Peer Relationship; Preadolescents; Prosocial Behavior; *Social Behavior; Stranger Reactions; Student Reaction; Teacher Student Relationship; Young Children

This study attempted to systematically explore the range of variation in social response in 17 subjects (ages 5 to 15) with infantile autism. To collect observational data on social initiations, social responses, social monitoring with eye contact, and responses to specific types of social events, subjects were observed during free play in their classroom and during a play session with a stranger. Few children gave spontaneous prosocial responses to simulated distress episodes involving bumped knees or loss of a favorite pen. Children made more social bids to teachers than to other children, but both were low. Most eye contacts accompanied social bids or responses, but some occurred in the absence of any other overt social interchange. The nature of the children's response to social bids by others was positive. Five sources of variability in social responsiveness were apparent: between subjects, across time, between objects, across situations, and between social behavior components. Observations reveal the complexity of social behavior in this socially impaired population. (JDD)

ED 321 453 EC 231 573

Transition from Pediatric to Adult Health Care for Youth with Disabilities and Chronic Illnesses. CYDLINE Reviews.

Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Granade Hills, CA.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jul 89
NOTE- 16p.
GRANT- MCJ27361-010
AVAILABLE FROM- National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard St. at East River Rd., Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Chronic Illness; Delivery Systems; Foreign Countries; Health; *Health Programs; *Medical Services; Pediatrics; *Special Health Problems; Transitional Programs; *Young Adults
IDENTIFIERS- United Kingdom

The annotated bibliography is intended to give health care providers and planners background information and other resources on health transition issues for young adults with chronic health conditions. The 23 bibliographic citations date from 1972 to 1989 and are grouped into the following categories: U.S. demographics and health services utilization, empirical research on health outcomes, editorials and program descriptions, and health care in the United Kingdom. In addition, eight programs are described with information provided on: program name, contact person(s), affiliation, address, and phone number. Key words and a narrative abstract of the program complete the description. (DB)

ED 321 454 EC 231 574

Adolescents with Chronic Illnesses: Issues for School Personnel.

ED 321 469 EC 231 589

Corthell, David W.; Oliverio, Michael

Vocational Rehabilitation Services to Persons with H.I.V. (AIDS). Institute on Rehabilitation Issues (16th, Savannah, Georgia). Report from the Study Group.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- Oct 89

NOTE- 128p.

AVAILABLE FROM- Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($17.95).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitudes; Cultural Influences; Delivery Systems; *Diseases; *Epidemiology; Individualized Programs; Legal Problems; *Special Health Problems; *Vocational Rehabilitation

This training manual addresses the vocational rehabilitation (VR) of persons with the Human Immunodeficiency Virus (HIV) or AIDS (Acquired Immune Deficiency Syndrome) and related conditions. It considers the medical, cultural, social, legal, psychological, and economic implications of this condition; and how these factors relate to the vocational rehabilitation process. VR management issues considered include Federal responsibility, the role of state VR agencies, procedural barriers to service, organizational structure, and advocacy. Basic information includes the historical context of the epidemic's course; the spectrum of HIV, symptoms, and opportunistic infections; routes of transmission; and infection precautions for caregivers. Also discussed are cultural and social issues, characteristics of the population, psychosocial issues, the counselor, the co-worker, and HIV and attitudes. Counselors are encouraged to look at AIDS as just another disability. Service delivery is considered in terms of case finding, the initial interview, functional limitations, eligibility, and development of the Individualized Written Rehabilitation Program. Legal issues

compensation strategies (five compensation strategies are suggested); and (4) encourage awareness of individual strengths and weaknesses. Stressed is the importance of such students learning to be their own advocates. Includes nine references, nine resources, and 14 suggestions for additional reading. (DB)

ED 321 485 EC 231 806

Cohen, Linda M.
Meeting the Needs of Gifted and Talented Minority Language Students. ERIC Digest #E480.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Ability Identification; Acceleration (Education); Cultural Differences; Elementary Secondary Education; Eligibility; Enrichment Activities; *Gifted; Gifted Disadvantaged; *Language Handicaps; *Limited English Speaking; Mentors; *Minority Groups; Parent Participation; Program Development; Student Evaluation; Student Placement
IDENTIFIERS- ERIC Digests

This digest is adapted from Linda Cohen's publication, "Meeting the Needs of Gifted and Talented Minority Language Students." It explores the controversy surrounding the underrepresentation of minority language students in gifted and talented programs and makes recommendations for more suitable assessment techniques and program models. Addressed are the following questions: (1) Why are minority language students underrepresented in programs for gifted and talented students? (2) What are some commonly used techniques for the identification of gifted and talented minority language students? and (3) What types of programs are available for gifted and talented students, and are they suitable for minority language students who are selected to participate? Specifically described

Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Activism; *Child Advocacy; Elementary Secondary Education; *Gifted; Group Unity; Lobbying; Organizations (Groups); Parent Associations; Program Development; *Social Action
IDENTIFIERS- ERIC Digests

This digest offers guidelines for group advocacy efforts on behalf of gifted education. Four potential pitfalls are identified: using an adversarial rather than a persuasive approach; assuming that people in administrative and political positions are not too bright or not very knowledgeable--or both; being impatient; and ineffectively coping with intragroup tensions. In contrast, effective advocay involves four basic phases: needs assessment; planning; contact; and follow up and evaluation. Eleven guidelines for establishing and maintaining a successful parent advocacy group are suggested and include: focus on a mission and a sense of purpose; include not only parents but also business leaders and school professionals; contact the state advocacy group; adopt a constitution that spells out the organization's goals; identify and respect the group that holds the power; allow professionals to develop the program; conduct short- and long-term evaluation of the advocacy process; and be an informed advocate. (DB)

ED 321 500 EC 231 821

Berger, Sandra L., Comp.
Readings and Resources for Parents and Teachers of Gifted Children. ERIC Digest #E495.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90

FL

ED 321 514 FL 017 667

Derbyshire, Desmond C., Ed.
1987 Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 31.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 87
NOTE- 130p.
AVAILABLE FROM- SIL/UND Work Papers, c/o International Linguistic Center-Bookroom, 7500 West Camp Wisdom Road, Dallas, TX 75236.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Dictionaries; Foreign Countries; Grammar; *Greek; Guarani; *Language Patterns; Language Research; *Linguistic Theory; *Pragmatics; *Semantics; Structural Analysis (Linguistics); *Syllables; Uncommonly Taught Languages
IDENTIFIERS- Brazil; Clauses; Hixkaryana; *Seri; Xavante

Four working papers in linguistics are presented. "Basic Configurations of Pragmatic Structuring" (Robert A. Dooley) presents evidence for basic or unmarked pragmatic configurations in three Brazilian languages: Topic-Comment in Mbya Guarani, Comment-Topic in Hixkaryana, and Focus-Presupposition in Xavante. "The Syllable Structure of Seri" (Stephen A. Marlett) contains a detailed discussion of issues relevant to syllable structure in the Seri language, including the sonority hierarchy, the internal structure of syllables, representation of long vowels and round consonants, the relationship of stress to syllabification, and the distinction between the syllable structure of inflected and uninflected words. "Extraction from Complement Clauses in Koine Greek" (Stephen A. Marlett) examines one constraint on word order, and shows how it affects the understanding of two verses (from the New Testament/1 Corinthians 14:12 and 1 John 5:16) that seem to be counterexamples to it. "From Meaning to Text: Semantic Representation in the Meaning-Text Linguistic Theory and a New Type of Monolingual Dictionary" (Igor A. Melcuk) expounds a different approach to natural language, the Meaning-Text Theory, focusing on

Several Aspects in the Adult L2 Learning.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Interlanguage; Japanese; *Language Processing; Language Research; Language Typology; Phonology; *Second Language Learning; Semantics; Sociolinguistics; Syntax; *Transfer of Training; Uncommonly Taught Languages

An investigation is conducted into the hypothesized notion of the interlanguage system and its effect on language transfer. The interlanguage system is composed of: internal factors (syntax, semantics, and phonology); external factors (sociological and psychological); and the typology of the native language. The investigation looks into: (1) language transfer based on interlanguage along with the internalizing processes; (2) typological classification of languages looking at an example from the Japanese language; and (3) the sociological environment. (GLR)

ED 321 530 FL 018 612

Bean, Ruth Ellen
Cognitive Styles of Korean and Japanese Adults Learning English in the U.S.
PUB DATE- Mar 90
NOTE- 105p.; Master's Thesis, Alaska Pacific University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; Adults; *Cognitive Style; Comparative Analysis; Cultural Influences; *English (Second Language); *Field Dependence Independence; *Japanese Americans; *Korean Americans; Language Aptitude; Language Research; Language Tests; *Predictor Variables; Second Language Learning; Teaching Methods; Testing
IDENTIFIERS- Basic English Skills Test

Recent research indicated that a field dependent cognitive style, often culture-based, can cause problems for learners of English as a Second Language (ESL). English language ability and learning styles, and field dependence (FD), and field independence, were

Refinement and Field Test of Evaluation Procedures and Materials for ESEA, Title VII Bilingual Education Projects. Phase III Report.
RMC Research Corp., Mountain View, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 2 Jul 87
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); *Evaluation Methods; Federal Programs; *Field Tests; *Program Evaluation; School Districts
IDENTIFIERS- *Bilingual Education Evaluation System

This report describes an extensive field test of the Bilingual Education Evaluation System (BEES) used to evaluate local level bilingual education projects. Because such projects will usually not be able to implement a traditional true or quasi-experimental design, BEES employs a "gap-reduction" evaluation design that is easily implemented, satisfies regulatory requirements, and yields an index relating to the growth made by project participants without requiring a comparison group of students. This evaluation method was tested at nine school districts in six states. This report describes this field test and the training and assistance program offered to participating educators. The report also summarizes the participants' comments and suggestions about how the evaluation system might be improved. In particular, it is suggested that the written materials be improved and that user-friendly software be provided to assist in the database management tasks and to perform the gap-reduction computations. Extensive documentation of the field test is appended including survey instruments and sample forms. (JL)

ED 321 546 FL 018 632

Lebauer, Roni
A Collaborative Computer-Assisted Reading and Writing Project: Dynamic Stories.
PUB DATE- May 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

particular style of language with their children; (2) the importance of multiple variables in determining the precise effect a specific parent may have on the language of a particular child; and (3) the difference between direct and indirect effects on the learning process. Chapters 1 and 2 discuss variables that help shape linguistic interaction between parent and child. Chapter 3 examines the character and functioning of baby talk, and the next four chapters focus on how adults influence their children's development of conversational skills, phonology, lexicon, and grammar. Chapter 8 turns to parental roles in the development of literacy and the place of television in language learning. Language problems (real and imagined) are the subject of chapter 9, and chapter 10 offers concluding remarks. (VWL)

ED 321 560 FL 018 680

Zarcone-Alessandrino, Lisa
Reading and the ESL Student: Alternative Materials Used To Enhance a Phonetic Approach to Reading.
PUB DATE- 27 Mar 90
NOTE- 84p.; M.Sc. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; *English (Second Language); Formative Evaluation; Instructional Effectiveness; Instructional Materials; *Limited English Speaking; *Phonetics; Primary Education; *Reading Instruction; Reading Skills; Summative Evaluation; *Supplementary Reading Materials; *Task Analysis; Teaching Methods
IDENTIFIERS- Durrell Analysis of Reading Difficulty

The design and testing of an approach to reading instruction are described. The design system consists of five stages: analysis, design, development, implementation, and evaluation. A needs analysis indicated the necessity to improve the reading skills of limited-English-proficient students. A group of 6- to 8-year-old students were identified for pilot testing of the approach. Five tasks in the development of reading proficiency were identified and linked to specific subskills. Supplementary audio-visual materials found to be highly motivating were used to reinforce and strengthen psychomotor skills, intellectual skills, and verbal information. Instruction was designed to enhance nine internal processes occurring during learning, including: reception, expectancy, spoken English to them and who have always attended English-language schools. The successes and problems faced by the children and their parents in developing bilingualism are discussed. It is concluded that in addition to biological predisposition, motivation and context play a significant role in bilingual development, and that overall, the bilingual experience is enriching. (MSE)

ED 321 575 FL 018 713

Gardner, R. C.; And Others
A Multidimensional Investigation of Acculturation and Language Proficiency. Research Bulletin #692.
University of Western Ontario, London. Dept. of Psychology.
PUB DATE- May 90
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Age Differences; Ethnicity; Foreign Countries; *Immigrants; *Language Attitudes; *Language Proficiency; Language Role; *Polish; Second Language Learning; Self Esteem; *Stereotypes; Surveys; Uncommonly Taught Languages
IDENTIFIERS- Canada; *Language Choice

This study investigated the multidimensional nature of language preference, language confidence, self-identity, and various attitudes and stereotypes among a sample of Polish immigrants to Canada. A total of 320 questionnaires were used in the study, 100 written in English and 220 in Polish; of this total, 248 were returned for a response rate of 78 percent. Language preference was defined in terms of the language of the questionnaire the respondents chose to answer. The study demonstrated differences in stereotypes about Canadians, Poles in Poland, and Polish immigrants to Canada that suggested these immigrants tended to perceive themselves as relatively Polish, but with many characteristics that make them distinctive from both Poles in Poland and from Canadians. Evidence also indicated that language preference was associated with ethnic identification, ethnic involvement, attitudes, and language confidence. However, language preference was not associated with stereotypes. Principal components analysis identified six orthogonal dimensions following a varimax rotation including: integrative acculturation, linguistic assimilation, stereotyping, Polish proficiency, age, and ethnic loyalty. Causal separate native English speakers from limited-English-proficient students during instruction. In designing a two-way program, classroom composition, program length, staffing, languages of instruction, the separation of the languages of instruction, and instructional setting must all be considered. (VWL)

ED 321 590 FL 800 114

Garza, Elizabeth
An Effective Model of Literacy Instruction for Limited-English Proficient Adults.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- May 89
NOTE- 12p.; Paper presented at the Family English Literacy Working Conference (Cambridge, MA, May 24-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Curriculum Development; Instructional Materials; *Limited English Speaking; *Literacy Education; Material Development; Media Adaptation; *Models; *Parent Education; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Second Language Learning; Spanish; Teacher Education

A model of literacy instruction for limited-English-proficient (LEP) adults is described that is designed to increase effective parent involvement in children's education. Through the implementation of this model, LEP parents acquire language and parenting skills that allow them to participate more fully in their child's educational process. The model stresses the five following program components: (1) parent involvement; (2) a unique instructional process; (3) curriculum materials development; (4) teacher training; and (5) coordination with other entities. Parental involvement is achieved through recruitment procedures, site selection, and encouraging parental input on program decisions. Instruction is provided to parents in Spanish or English based on their individual needs as determined by their scores on the CTB/McGraw Hill Tests of Adult Basic Education. The curriculum materials used, videotapes and accompanying worksheets, are designed to train the parents in English and teach parenting

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; Curriculum Guides; *English (Second Language); *Literacy Education; Mathematics Skills; *Minimum Competencies; *Native Language Instruction; Reading Skills; *Spanish; Writing Skills

Scope and sequence key competencies are listed for a beginning native Spanish literacy course, a Level 2 literacy course, and a Level 3 literacy course. Competency criteria and curriculum guidelines in math, reading, and writing are presented for each of the three levels, and English-as-a-Second-Language guidelines and criteria are provided for the Level 3 course. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 605 FL 800 161

Amnesty Education Report: IRCA Pre-Enrollment Appraisal Results. Final Report.

Comprehensive Adult Student Assessment System, San Diego, CA.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Amnesty Education Office.
PUB DATE- Feb 90
NOTE- 72p.
CONTRACT- CASAS-6155
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizenship Education; Demography; *English (Second Language); Federal Legislation; *Immigrants; *Language Skills; Listening Skills; Literacy; *Literacy Education; *Minimum Competencies; Reading Skills; *Scores; Standardized Tests; State Surveys; Student Characteristics
IDENTIFIERS- *California; Immigration Reform and Control Act 1986

This report presents the findings of a California study on the demographic and educational characteristics and pre-enrollment language skills of over 265,000 newly legalized persons beginning legalization education programs. Data summarized about this population include immigration history, nationality, language background, age, distribution of sexes, previous education, native language and English literacy, and current enrollment in educational programs. Summary test score findings include the following: (1) most of the population scored below the minimum across the curriculum, literacy, and English-as-a-Second-Language (ESL) education. Articles include "Language Testing and Minorities," "Writing and Talking in Early Childhood Education," "Announcing a Centre for Literacy," "The Literacy of Thoughtfulness: What We Want from Graduates," "Writing in Schools and Colleges: A Quebec Study," and "French Mother-tongue Literacy in Canada." In these issues, a regular section, "In the Classroom" is devoted mainly to discussions by and about teachers who have made effective use of writing journals in courses across several disciplines. The newsletter also contains a schedule of educational conferences and workshops, and announcements, some annotated, of recent publications in the field. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 619 FL 800 264

Chandler, Carolyn Ebel
Using Newspapers in the ESL Literacy Classroom. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-LE-90-02
PUB DATE- Jul 90
NOTE- 3p.
CONTRACT- RI89166001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Literacy; Class Activities; *English (Second Language); *Instructional Materials; *Literacy Education; *Newspapers
IDENTIFIERS- ERIC Digests

Newspapers can be inexpensive and useful tools in the literacy classroom, but newspapers written for native English speakers are not always appropriate for English-as-as-Second-Language (ESL) students. Adapting the newspaper to classroom instruction is a natural way to introduce students to cultural and linguistic concepts. The newspaper can be used for ESL students at all proficiency levels. Many practitioners have compiled detailed and level-appropriate lists of classroom activities for using the reports; reviews and comments on other reports; coordination and cooperation with other organizations; program improvement activities; increased communication and outreach efforts; and internal improvements. A chapter on current conditions uses data from student and parent surveys to document the expectations and aspirations of both groups, participation rates in postsecondary education, student profiles, attainment goals, and enrollment projections. Investment in postsecondary education is also reported. Eight key issues are discussed: quality of higher education; price and cost of higher education; opportunity and choice in higher education; relationship of higher education to the workplace and economic development; public understanding of the role and purposes of higher education; adequate funding for postsecondary education; mission and governance; and strategic planning to ensure access and quality in the future. A list of 15 sources is appended. (JDD)

ED 321 633 HE 023 643

A Survey of Student Needs and Priorities.
California State Univ., Long Beach. Office of the Chancellor.
PUB DATE- Sep 89
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Employment Level; Family Characteristics; Higher Education; *Needs Assessment; Satisfaction; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Student Interests; *Student Needs; Student Problems
IDENTIFIERS- California State University Long Beach

The Student Needs and Priorities Survey was administered to 15,619 students on 18 campuses of the California State University. The survey, like similar surveys conducted in 1981 and 1984, addressed four broad concerns: life goals and educational priorities; personal lives, finances, employment status, and family backgrounds; levels of satisfaction with various aspects of academic and social experiences on campus; and obstacles or problems, whether institutional or personal in nature, which might hinder progress toward educational goals. Survey results are discussed in terms of: time commitments, daily schedules, and employment patterns; educational and occupational levels of

State University IL

The Student Support Services Program, in the student affairs division, has been a counseling and tutorial program at Chicago State University since 1978. The program's goal is to increase the retention and graduation rates of the university's students. The program's focus is to monitor extensively each participant's first year at the university with academic and counseling intervention, and to monitor and provide support services through each student's academic career. The academic and counseling interventions include: instruction in writing, mathematics, and study skills; personal counseling; academic advising; tutoring; exposure to cultural and educational activities; career awareness activities; and activities designed to increase enrollment in graduate and professional school programs. The program has consistently contributed to increasing retention and graduation rates of the university's students. (Author/MSE)

ED 321 646 HE 023 664

Veach, Carson; And Others
Instructional Technique--Strategy Assistance (ITSA) Model.
American Association of State Colleges and Universities, Washington, D.C.; Chicago State Univ., Ill.
PUB DATE- 90
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Faculty; *Consultation Programs; *Curriculum Development; *Faculty Development; Higher Education; *Instructional Improvement; Program Descriptions; State Universities; Two Year Colleges; Videotape Recordings
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Chicago State University IL

The College of Education at Chicago State University provides assistance to two- and four-year college faculty in instructional techniques, strategies, and refinement of skills in course content development and teaching methods. The program has two components:

Public Schools, the project builds on recent research on primary prevention programs that suggests such programs are more successful with economically disadvantaged and predominantly minority populations when developed with sensitivity to ethnic/cultural issues. PACT has developed a culturally specific version of an existing, well-tested cognitive behavioral training program to focus it directly on the problem of interpersonal violence and issues relevant to black youth. The program provides structured training on the specific behavioral components of eight social skills enhancing the capacity of adolescents to form and maintain violence-free relationships. The approach exposes participants to minority peer role models demonstrating skills to be acquired and emphasizes intensive rehearsal and practice of the target skills through videotaped role-play and psychodrama. PACT is currently being implemented with 30 middle school students. The project also provides clinical training experience for doctoral-level clinical psychology students. Pilot experiences show the ty and potential effectiveness of the approach. (Author/MSE)

ED 321 659 HE 023 677

Sturm, Pamela S.
Politically Correct and Expedient Economic Impact Studies.
American Association of State Colleges and Universities, Washington, D.C.; West Virginia State Coll., Institute.
PUB DATE- 90
NOTE- 54p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-676.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Impact; Higher Education; *Institutional Research; *Mathematical Models; *Political Influences; Program Descriptions; *Research Methodology; State Colleges; Statistical Analysis; Technical Writing
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Caffrey Isaacs Economic Impact Model; Economic Impact Studies; *West Virginia State College

A modified version of the predominant economic impact model institutions. It also looks at the characteristics of those research institutions which had strong growth in the last 10 years. A telephone survey of 37 leading research universities concerning aspects of managing research activity within a changing environment. Usable responses numbered 33; an 89% response rate. Results were analzyed in terms of faculty participation (e.g., an average of 46% of faculty participate in research activities as either principle or co-investigator); research visibility (e.g., the typical institution had $97 million in research expenditures); influential environmental factors (e.g., 63% saw an increased administrative emphasis on research); and key success factors (e.g., 39% used total number of proposals or awards as a measure of success). Institutions are encouraged to increase research productivity through such means as setting specific research activity goals; recruiting and retaining outstanding research faculty; and providing assistance in writing proposals. Contains 9 references. (DB)

ED 321 673 HE 023 691

Pike, Gary R.

The Effects of Background, Coursework, and Involvement on Student's Grades and Satisfaction. AIR 1990 Annual Forum Paper.

PUB DATE- May 90

NOTE- 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Background; College Seniors; Evaluation Methods; *Grades (Scholastic); Higher Education; Outcomes of Education; Relationship; *Satisfaction; State Universities; *Student Participation

IDENTIFIERS- *AIR Forum; University of Tennessee Knoxville

An examination was made of the relationship between grades and satisfaction from three distinct research viewpoints: (1) how satisfaction influences grades (as opposed to other research studying the reciprocal of grades influencing satisfaction); (2) the satisfaction of graduating seniors (rather than focusing on freshmen and sophomores); and (3) the hypothesis that grades and satisfaction are latent constructs rather than as directly measured variables. Subjects were 1,267 seniors at the hypothesis that

dimensions of management indicators. Issues are discussed regarding how to establish appropriate comparative institutions, determine the appropriate level and unit of analysis, and identify available sources of information. Additionally, various means of interpreting the information derived from the process are explored as well as some of the pitfalls to avoid in the evaluation process. Contains 21 references. (Author/GLR)

ED 321 688 HE 023 706

Clagett, Craig A.
Increasing Institutional Research Productivity, Resources, and Staffing. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; *Financial Support; Higher Education; *Institutional Research; Management Systems; Organizational Effectiveness; Personnel Needs; Policy Formation; Productivity; *Research Administration; *Research Needs; Research Universities; Time Management
IDENTIFIERS- *AIR Forum; Decision Support Systems

The argument is made that without proper staffing and support (a condition that occurs as financial pressures on higher education institutions increase) institutional research will not be able to prepare analyses of enough depth and sophistication to constitute a meaningful contribution to policy-making. An outline is provided as to how to increase productivity, staffing, and resources. The outline contains ideas and recommendations concerning the use of personal time management techniques, the use of microcomputers by personnel, development of an annual research plan, acquiring an office management system, use of an institutional factbook, the creation of networked decision support systems, and collaboration with external organizations. Suggestions are made on gaining more research staff: using consultants and faculty research associates, obtaining grant-funded positions, making the researcher's office more valuable and visible, and requesting new positions at appropriate opportunities. Contains seven references. (GLR)

AVAILABLE FROM- ECS Distribution Center, Suite 2700, 707 17th St., Denver, CO 80202-3427 (Order No. PA-90-3, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Compliance (Legal); *Educational Assessment; Educational Improvement; *Educational Trends; *Higher Education; *Policy Formation; State Legislation; State Standards; Trend Analysis
IDENTIFIERS- Education Commission of the States

The paper examines policy implications of recent trends toward state mandated assessment of higher education services. Two differing purposes of assessment, that of academic improvement and that of accountability, are distinguished. Current trends in how policy makers and higher educators approach a "new accountability" include seeing assessment as a mechanism for actively shaping institutional agendas toward greater attention to instructional quality. External requisites for accountability are based on three broad policy directives: re-establishing credibility, expanding the base of resources, and creating a vision for the future. In contrast, internal requisites for accountability also involve three policy directives: recreating standards for student competence and achievement, sending a clear message on priorities, and revitalizing curriculum and instructional practice. Effective assessment requires a commitment for the long term and state leadership that will sustain assessment as a process with academic integrity. Contains 10 references. (DB)

ED 321 703 HE 023 721

Assessment and Accountability in Higher Education. Proceedings Document (Sante Fe, New Mexico, December 5-7, 1989). ECS Working Papers.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 32p.; For related documents, see HE 023 719-720.
AVAILABLE FROM- ECS Distribution Center, Suite 2700, 707 17th St., Denver, CO 80202-3427 (Order No. PA-90-2, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

A Profile of Recent Research on Feedback. Revised.
PUB DATE- May 90
NOTE- 19p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Doctoral Dissertations; Educational Improvement; *Feedback; Foreign Countries; Higher Education; Learning Strategies; Meta Analysis; Postsecondary Education; *Research Projects; Research Utilization

A study reviewed 88 doctoral dissertations written during a 4-year period in the 1980s on the use of feedback for performance improvement. The purpose was to sugget applications of the findings to teaching improvement in postsecondary education, and to determine the extent to which faculty development centers contribute to this research. Dissertations were analyzed in terms of the following questions: (1) in what occupational settings was the research conducted? (2) who received the feedback? (3) who provided the feedback? (4) how was feedback conveyed? (5) how many people received the feedback message? (6) for what purpose was feedback given? (7) what research methods were used? (8) what are the potential uses for these research findings? (9) at what institutions were the dissertations done? and (10) in what fields of study were the dissertations done?. Data on each of these questions is provided in tabular form. The resulting dissertation profile suggests that considerable attention was directed to the topic of feedback to improve performance, and that studies that gathered data in educational settings are scattered across many universities and many disciplines, with very few based in higher, adult, or continuing education. There was no evidence that faculty development centers stimulated or sponsored this research. Bibliographic citations for the 88 dissertations are included. (DB)

ED 321 716 HE 023 748

College and University Admissions and Enrollment. New York State: Fall 1988.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
PUB DATE- 90

Education; *Facility Planning; *Facility Requirements; Furniture; Guidelines; Junior High Schools; *Learning Resources Centers; Library Automation; *Library Collections; *Library Facilities; Library Planning; *Media Specialists; Reference Materials
IDENTIFIERS- Dependents Schools; Dewey Decimal Classification

A new media center is planned for a K-8 Department of Defense Dependents School (DoDDS) with approximately 850 students in Heilbronn, West Germany. Heilbronn has a U.S. Army community with the majority of the students being military dependents. The faculty and administration are made up of educators from all over the United States. Although at the time of publication no budget had been set for the project, this plan to complete the media center includes: (1) an introduction to the project; (2) a description of the optimal planning strategy for building a media center; (3) specifications for furniture and audiovisual equipment; (4) a basic guide to subjects that should be covered in any collection which is presented in the format of the Dewey Decimal System; (5) lists of suggested media center, audiovisual, and microcomputer supplies; and (6) an annotated bibliography which includes 24 references on planning, 20 on acquisitions, and six on automation. (GL)

ED 321 729 IR 014 104

Schmitt, Dorren Rafael
Methodological Weaknesses with CAI Research.
PUB DATE- 24 Feb 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Evaluation Criteria; Instructional Effectiveness; Meta Analysis; *Research Design; Research Methodology; *Research Problems; Sample Size; Statistical Analysis

Since about 1962, researchers have explored the effectiveness of educational software in the schools under various conditions, and many have concluded that computer assisted instruction (CAI) is effective. Many of the studies reviewed to support this conclusion, however, had design flaws. Reviews of educational software effectiveness studies have noted four major research design

Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; Courseware; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Information Technology; *Language Acquisition; *Language Skills; Research Needs; *Second Language Learning; Seminars
IDENTIFIERS- Great Britain

This report of a seminar on information technology (IT) and language development begins by presenting background on language skills and information technology in order to define the scope of the topic. The report then pulls together and elaborates on the output of the seminar. The first section discusses media-centered issues, including the design of new media and the exploitation of media. Learner-centered issues covered in the next section encompass cognitive questions, including applications of IT as a support environment for psycholinguistic development and as a domain for new linguistic cognitions; and social questions. The third section deals with institutional issues, including questions of language and curriculum policy and questions concerning classroom practice. The conclusion identifies topics for future research in several areas: (1) the interaction of linguistic theory, IT design, and applied pedagogical issues; (2) the role of IT in individual language development; (3) social aspects of IT use; (4) IT and curriculum policy; (5) classroom practice with IT; and (6) monitoring individual use. A list of seminar participants is included. (89 references) (MES)

ED 321 744 IR 014 511

Rhodes, Valerie
Barriers to Innovation--A Seminar Report. Occasional Paper InTER/11/89.
Economic and Social Research Council, Lancaster (England).; Lancaster Univ. (England). Dept. of Psychology.
PUB DATE- Jul 89
NOTE- 28p.; A product of the Information Technology in Education Research Programme.
AVAILABLE FROM- ESRC InTER Programme, Department of Psychology, University of Lancaster, Lancaster LA1 4YF, United Kingdom (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Comparative Education; *Curriculum Evaluation; *Educational Improvement; Educational Research; Foreign Countries; *International Organizations; International Studies; *Policy Formation
IDENTIFIERS- *International Assn Evaluation Educ Achievement

The International Association for the Evaluation of Educational Achievement (IEA), an independent cooperative of research centers from about 45 countries, performs the type of research that provides data which can be used by policymakers as a basis for decision making about educational improvements. This paper describes: (1) IEA's mission and history; (2) the design and structure of a typical IEA achievement study, using the Second International Mathematics Study as an illustration (including discussions of the conceptual framework on which the study is built, the process by which populations and samples are selected, and the development of achievement tests); (3) some exemplary results of IEA studies which compare total test scores internationally, illustrate the relationship between achievement and other variables, and analyze a national educational system; and (4) IEA's organization, relationship to other national and international organizations, and future plans. Four recent IEA studies are cited and references are provided for forthcoming publications. (24 references) (GL)

ED 321 758 IR 014 527

Shale, Doug; Garrison, D. Randy
Instructional Design Considerations in Telewriter Applications to Distance Education.
PUB DATE- Jun 89
NOTE- 7p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Adult Education (8th, Ottawa, Ontario, Canada, June 1-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Higher Education; *Instructional Design; Mathematics Instruction; Nursing Education; Special Education; Statistics; Teacher

Automating the School Library. Annual Automation Institute (3rd, June 27-July 1, 1988).
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Inservice Teacher Education; *Learning Resources Centers; Library Administration; *Library Automation; *Library Planning; School Libraries
IDENTIFIERS- *Barcodes; Dependents Schools; *Weeding (Library)

This guide to preparing the school library media center for the installation of a computer for management purposes begins by describing the situation in a DoDDS (Department of Defense Dependent School) in Germany and outlining the procedures for developing a plan of action. This plan covers the (1) project outline, project schedule, and method of reporting progress; (2) research to be done by the media specialist on computer hardware and software and visits to sites that have automation; and (3) preparation of the media center for automation, including weeding the collection, cleaning up the shelf list, and placing barcodes on books. It is suggested that inservice presentations be used to acquaint faculty and staff with the "new" media center automation and procedures, and the contents of such a presentation are described. A 15-item annotated bibliography is included. (BBM)

ED 321 772 IR 053 275

Smallwood, Imelda H., Comp.
OERI Directory of Computer Data Files.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Computer Storage Devices; Elementary Secondary Education; *Library Surveys; *Longitudinal Studies; *National Surveys; Postsecondary Education; Public Libraries; *School Surveys; *Statistical Data; Vocational Education

This document provides brief nontechnical descriptions of the major proportion of 1987-88 employers than of 1986-87 employers rated the graduates' general skills as excellent; and (4) graduates' occupational education and training were rated as "excellent" or "good" by 83.7% of the employers, and their general education was rated as either "excellent" or "good" by 84.4%. Appendixes contain a table listing employer evaluations by curricular program and degree received, employer comments, job titles of PVCC graduates whose employers completed surveys, participating employers, employer contact authorization form, and the survey instrument. (WJT)

ED 321 785 JC 900 334

Clement, Mercedes
Collection Development/Acquisitions: Collaboration or Conflict?
PUB DATE- May 90
NOTE- 14p.; Paper presented at the Annual Conference of the Florida Library Association (67th, Daytona Beach, FL, May 7-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *College Libraries; Community Colleges; *Library Acquisition; Library Administration; *Library Collection Development; Library Collections; *Library Material Selection; Library Personnel; Library Planning; Two Year Colleges

At the Daytona Beach Community College (DBCC) Library, collection development, selection, and acquisitions function as levels of a hierarchy. The highest level is collection development, which constitutes the planning function. Meetings are held annually to assess user needs, evaluate the present collection, discuss budget considerations, plan for research sharing, set collective and individual goals, and revise the written collection development policy if necessary. The second level is selection, which involves decisions about inclusion and exclusion of specific items in the collection. DBCC faculty, staff, and students are involved in the selection process, but librarians have primary responsibility. Close contact with students and faculty through reference services and participation in campus committees allows the librarians to be aware of collection deficiencies and to anticipate future needs. The third level is acquisitions, which involves implementing selection decisions and collection development plans. At DBCC, all selection requests are forwarded to the head of Technical Services college, the program, and the level of award; (2) responses to the board's questions concerning graduate placement and follow-up, program quality, and the causes of the identified problems; (3) actions planned by the college to remedy the problems; and (4) board recomendations. (JMC)

ED 321 798 JC 900 387

Freeman, Mary G.
Medical Documentation: An English Composition Professor's Perspective.
PUB DATE- 89
NOTE- 21p.; Paper presented at the Interface Conference of the Humanities and Technology (Marietta, GA, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Documentation; *Interdisciplinary Approach; Medical Care Evaluation; Medical Services; Nursing; *Nursing Education; Nursing Research; *Perception; *Perceptual Handicaps; Social Cognition; Two Year Colleges; Writing Exercises; *Writing Improvement; Writing Instruction; Writing Skills

Nursing textbooks which address the subject of medical documentation tend to equate good documentation of a patient's behavior and state with strong interpersonal skills on the part of the nurse. Rarely do they point out the importance of developing a deep concentrated attention to the sensory world around oneself in order to be a good medical documentor. The observation skills so often emphasized in learning to become a good fiction writer can and should be applied to the training of nurses in medical documentation. The nurse must develop what Flannery O'Connor calls "staring," or the habit of seeing deeply. Observational skills, untainted by predispositions of motivation, personality traits, or emotional states, are critical to a good medical documentor. To learn good observational skills, documentors must overcome the problem of selective attention, which always forces observers to ignore some sensory information. In addition, medical documentors must resist the pull of the four main natural attractors of a stimulus, that is, its size, intensity, contrast, and movement, any one of which may cause a particular sensation to receive attention

However, a discrepancy existed between educational priorities identified at the conference and in the follow-up survey. Only literacy and school readiness were identified each time as significant goals. Appendices include a list of participants; national education goals and their indicators; literature reviews of each goal; discussion summary forms; survey results; and copies of the goal identification form and follow-up survey. (LMI)

ED 321 407 EA 022 066

Freeman, Donald J.
California's Curriculum Reform Guidelines for Elementary Schools: 1983-1988. Elementary Subjects Center Series No. 16.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 110p.
GRANT- G0098C0226
AVAILABLE FROM- Publications, Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($10.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Guides; Elementary Secondary Education; Policy Formation; *State Curriculum Guides; *State Programs
IDENTIFIERS- *California

State policies to encourage elementary teachers to teach for understanding and thinking are more comprehensive in California than in any other state. Based on in-depth interviews with eight curriculum and policy experts and an analysis of over 100 documents, this report describes efforts being advanced across six policy fronts: (1) curriculum frameworks; (2) handbooks for local program planning; (3) model curriculum guides; (4) statewide tests; (5) instructional materials adoption; and (6) inservice programs. Following an overview of California's policy design, the report provides a more detailed analysis of each of the six policy initiatives. The report next presents a qualitative assessment of the consistency, prescriptiveness, and authority of California's curriculum policies, and concludes that the policies generally

Series Number EA 53.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 82p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Behavior Problems; Child Development; Child Health; Classroom Environment; Cocaine; Drug Abuse; *Drug Addiction; Elementary Secondary Education; Family School Relationship; Learning Problems; *Prenatal Influences; Special Health Problems; *Special Needs Students; Special Programs; Substance Abuse
IDENTIFIERS- ERIC Digests

Issues pertinent to prenatal drug-affected students are discussed in this ERIC Digest. The rising number of drug-exposed children approaching school age presents a challenge to school personnel in meeting their special needs. Topics covered are: (1) seriousness of the problem; (2) problems unique to drug-affected children; (3) creation of a classroom environment conducive to optimal development; and (4) the pros and cons of placement in special education programs. (7 references) (LMI)

EC

ED 321 425 EC 221 259

Guidelines for Planning and Implementing Essential Early Education Programs.
Vermont State Dept. of Education, Montpelier. Div. of Special

ED 321 439 EC 231 559

Barrows, Patricia L.; And Others
A Model for Learning Disability Assessment at the State University.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Delivery Systems; *Educational Diagnosis; Evaluation Methods; Higher Education; *Learning Disabilities; Models; *Program Implementation; State Universities; *Student Evaluation; Student Participation; Student Personnel Services
IDENTIFIERS- California; *Learning Skills Services

Learning Skills Services, a federally funded student support service program, is responsible for learning disability assessment and provision of a continuum of services at Sonoma State University in Northern California. In response to the perceived lack of assessment and procedures standards for identifying learning-disabled students at the state college level, a model for disability assessment was developed and has proven effective over 16 months of use. The model involves administration of a battery of formal and informal tests, appointments with learning skills specialists in the academic area(s) of suspected difficulty, and follow-up conferences. The process requires student cooperation in carrying out directed activities without prompting. Includes 19 references. (Author/JDD)

ED 321 440 EC 231 560

Fogel, Nancy S.
A Computer Approach to Teaching English Syntax to Deaf Students.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

CYDLINE Reviews.

Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Granada Hills, CA.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- Sep 89

NOTE- 20p.

GRANT- MCJ27361-010

AVAILABLE FROM- National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard St. at East River Rd., Minneapolis, MN 55455.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adolescents; *Child Health; *Chronic Illness; Demography; Family Problems; Family School Relationship; Instructional Materials; Medical Services; Program Descriptions; Secondary Education; *Special Health Problems

The annotated bibliography is intended to give classroom teachers and educational planners background information and resource materials on the psychosocial and health concerns of adolescents with chronic illnesses. The 26 bibliographic citations date from 1980 to 1988 and are grouped into the following categories: general medical and social aspects--books, demographic, school issues, and psychosocial and family issues. Five descriptions of training materials provide: material title, supplier, address, phone number, producer and date, keywords, and a narrative abstract. The six program descriptions include: name of the program, contact person(s), affiliation, address, phone number, keywords, and a narrative abstract. (DB)

ED 321 455 EC 231 575

Promoting Decision-Making Skills by Youth with Disabilities: Health, Education, and Vocational Choices. CYDLINE Reviews.

Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Granada Hills, CA.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- Dec 89

NOTE- 19p.

such as confidentiality and the duty to warn are also addressed. Appendixes include resources (e.g., AIDS hotlines for all states), a glossary, and a reprint of "Aids Rehabilitation: A Resource Guide" by Thomas Backer. Contains 14 references. (DB)

ED 321 470 EC 231 590

Corthell, David W.; Smith, Larry
The Provisions of Technical Assistance for Vocational Rehabilitation. Institute on Rehabilitation Issues (16th, Savannah, Georgia).
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 89
NOTE- 134p.
GRANT- H133B80049-90
AVAILABLE FROM- Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($15.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; *Agencies; Delivery Systems; *Disabilities; *Organizational Development; Organizational Objectives; Planning; *Staff Development; *Technical Assistance; *Vocational Rehabilitation

The manual is intended to encourage vocational rehabilitation decision makers to expand application of technical assistance (TA) to enhance Westbrook provides guidelines on planning TA, setting goals, selecting participants, developing the TA plan, determining measurable outcomes, involving the community, providing for information exchange, assessment, determining cost effectiveness, and managerial involvement. The third chapter, "Planning Technical Assistance," developed by Diane Oonk and David Mank, offers a framework for reviewing responsibilities, identifying specific issues, pinpointing causes, specifying needed changes, identifying approaches, and identifying sources. Chapters IV and V, by Esther Fergus and Joseph Marrone, are titled, "User's Guide: Preparing for Technical Assistance" and "User's Guide: The Process Itself." Stressed is that the TA process needs to be values based, that its purpose is the delivery of better services to the agency's primary are enrichment programs, parent involvement programs, acceleration or honors programs, and mentor programs. The following recommendations are made: broaden the concept of giftedness; expand research on giftedness and minority language students; employ more well-rounded assessment techniques; increase staff awareness of their potential for developing a gifted and talented program; explore various program models; and increase awareness of different ways giftedness may be manifested in different populations. Includes 17 references. (DB)

ED 321 486 EC 231 807

Halsted, Judith Wynn
Guiding the Gifted Reader. ERIC Digest #E481.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-1
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bibliotherapy; *Childrens Literature; Cognitive Development; Educational Needs; Elementary Secondary Education; Emotional Development; *Gifted; Group Discussion; Literature; *Reading Instruction; *Reading Programs
IDENTIFIERS- ERIC Digests

This digest offers guidelines in providing challenging reading opportunities for gifted students. Research findings concerning the characteristics of the gifted child as reader (e.g., they read earlier, better and more) are noted. Specific needs of gifted learners can be met by: using literature as a supplement to the readings in basal texts; forming discussion groups based on books; and following programs such as the Junior Great Books discussion format. The use of literature is also suggested for guiding the emotional development of gifted students through such techniques as developmental bibliotherapy. Includes nine references. (DB)

NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Child Rearing; Creativity; Educational Needs; Elementary Secondary Education; *Gifted; Organizations (Groups); Parent Child Relationship; Publications; *Resources; Summer Programs; *Talent
IDENTIFIERS- ERIC Digests

This annotated bibiliography of readings and resources for parents and teachers of gifted children is divided into the following categories: books containing general information about gifted and talented students, 1985-1989 (15 items); practical self-help books, 1979-1989 (16 items); books on specific areas in gifted education (13 items); journals/periodicals (6 items); journals on creativity (2 items); selected summer guides (10 items); and associations (5 associations). Also provided are the addresses of 46 publishers and resources for materials. (DB)

ED 321 501 EC 231 822

Integrating Students with Severe Disabilities. ERIC Digest #E468.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-10
PUB DATE- 90
NOTE- 3p.; Based on information presented in "Integration of Students with Severe Handicaps into Regular Schools" (1985) by Susan Stainback and William Stainback (ED 255 009).
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For

the theory's general structure and a new type of lexicon. (MSE)

ED 321 515 FL 017 668

Derbyshire, Desmond C., Ed.
1988 Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 32.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 88
NOTE- 220p.
AVAILABLE FROM- SIL/UND Work Papers, c/o International Linguistic Center-Bookroom, 7500 West Camp Wisdom Road, Dallas, TX 75236.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Case (Grammar); Foreign Countries; *Language Patterns; Language Research; *Linguistic Theory; *Morphology (Languages); Phonology; *Portuguese; *Pragmatics; Semantics; Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- *Anaphora; Brazil; Clitics; Mixtec; Tabaru; Word Order; Yagua

Six working papers in linguistics are presented. "The Semantics and Morphology of Mixtec Mood and Aspect" (J. Albert Bickford and Stephen A. Marlett) presents a relatively detailed description of the following grammatical categories in three Mixtec languages: Santiago Nuyoo, Santo Domingo Nuxaa, and Municipio of Tezoatlan. "Nonsyllabic Vocoids" (John M. Clifton) examples a number of New Guinean languages in an attempt to show that previous analysis of the relationship between syllabic i u and nonsyllabic y w is too simplistic and that when determining the markedness of a given segment, it is necessary to examine both paradigmatic and syntagmatic relationships. "Pragmatics and Grammar: Motivation and Control" (Robert A. Dooley) discusses pragmatic phenomena encoded in the syntax. "Anaphoric Indexes and Inalienable Possession in Brazilian Portuguese" (Daniel L. Everett) draws attention to some previously unnoticed facts about inalienably possessed noun phrases, which, it is argued, differ from both pronouns and anaphors. "Clitics, Case, and Word Order in Yagua" (Daniel L. Everett) argues that the relationships between two clitic types and their effect on word order present some problems for theories of syntax. "Tabaru Phonology and Morphology" (Edward A. Kotynski) examines recent phonological theory. (MSE) tested in 157 adult Korean and Japanese ESL learners in university and community-sponsored classes. More of the Koreans (72.5%) demonstrated FD than did the Japanese (20.8%). More of the community students (73.6%) are field dependent than are the university students (33.3%). More of those who have resided in the United States longer, primarily Korean immigrants, tend to be field dependent. Field independent correlated positively with English language ability and years of education. (Author)

ED 321 531 FL 018 613

Tabuki, Masatoshi; And Others
English Connective Words in Interaction between Native and Non-native Speakers.
PUB DATE- Mar 90
NOTE- 12p.; This paper is based on portions of a paper delivered at the Annual Meeting of the Kyusyu Academic Society of English Language Education (18th, Kumamoto, Japan, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Teachers; College Students; *Conversational Language Courses; *English (Second Language); Foreign Countries; Limited English Speaking; Native Speakers; *Second Language Learning; *Speech Communication; Videotape Recordings
IDENTIFIERS- *Connectives (Grammar); Conversational Flow

Ten Japanese college students who were taking an English conversation class, but had low-level verbal skills, were studied through six videotaped conversational sessions between them and their teachers to examine English connective words such as "oh," "so," and "OK" in the conversational setting of native and non-native interactions. The study examined the native speaker's conversational strategies, focusing on what connective words were used, and how they were used in encouraging non-native (beginner-level) students to go on talking. Analyses showed a certain patterns in teachers' verbal behaviors that functioned to keep the conversation alive. Although teachers were not supposed to control the conversation, they contributed much to the natural flow of the conversations by the frequent use of such connectives as "oh," "so," and "OK." "Oh" was most frequently used as a marker of receipt of information (29.6%) and recognition of old information (25.95%). "So" was most often used as a marker of prodding (35.9%). "OK" appeared most often in the transition of the topic (50.6%),

DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *English (Second Language); *Reading Skills; Second Language Learning; *Teaching Methods; *Writing (Composition)
IDENTIFIERS- *Dynamic Stories

A dynamic story is a story in which the reader must make choices about the direction the story will take at pivotal points in the plot. Because of their interactive nature, dynamic stories may be used to effectively teach English as a Second Language (ESL). Existing dynamic stories, however, are usually inadequate for this purpose. In book form, they involve too much page flipping, while those stories available on computer software are either aimed at a very young audience, or use a lexicon that non-native English speakers would neither know nor need to know. A better way to employ these stories in the ESL classroom is to have students create the stories. By writing such stories, students improve their lexical and grammar skills, and learn about the process of writing while gaining confidence in their English abilities. A method is described here for the classroom creation of computer-based dynamic stories using commercially available, user-friendly software. One example of this method is detailed, and several story "openings" are appended. (JL)

ED 321 547 FL 018 633

Newcomb, Thomas L.
The Amish, A Bilingual-Multicultural Phenomenon.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Amish; *Bilingual Education; Cultural Awareness; *English (Second Language); Ethnic Groups; German; High Risk Students; *Religious Cultural Groups; Special Needs Students; Student Characteristics; Teacher Student Relationship

The Amish people are Christian separatists who speak a non-standard German dialect (Pennsylvania German) and practice a set of religious beliefs that separate them from wider society. There are approximately 100,000 Amish living in over 30 states, with the largest single settlement located in Ohio. Amish children are often educated in public schools and, although very bright, face language and cultural barriers and should be recognized as "at risk ESL students. Educators can take several steps that will decrease the retrieval, selective perception, semantic encoding, responding, reinforcement, retrieval and reinforcement, and retrieval and generalization. Formative evaluation was used during the instructional period, with adjustments made in instruction, and summative evaluation was used at the end of instruction. Results showed the use of supplementary materials with dictation to be effective in raising both the reading level and the confidence level of subjects. Appended materials include a weekly and monthly planner for the reading and ESL student development plan, a task analysis, a list of instructional objectives, a sample questionnaire, a performance checklist, the Durrell Analysis of Reading Difficulty Phonetic Inventory, and a scope and sequence storybook list. (MSE)

ED 321 561 FL 018 681

Watson-Gegeo, Karen Ann
The Hawaiian Language Immersion Program: Classroom Discourse and Children's Development of Communicative Competence.
PUB DATE- 18 Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Communicative Competence (Languages); Discourse Analysis; Ethnography; *Hawaiian; *Immersio Programs; *Language Acquisition; Language Teachers; Native Languag Instruction; Primary Education; Second Language Instruction; Uncommonly Taught Languages

In its first year, the Hawaiian Language Immersion Program combine kindergarten and first-grade students in two classes. About half of the students had no speaking knowledge of Hawaiian; the remainder had attended Hawaiian-language preschools and/or spoke Hawaiian at home. Both teachers, fluent speakers of Hawaiian, were new to teaching. The teachers spoke only Hawaiian after the first 2 days of school, and students were reminded to speak in Hawaiian. By spring, lapses into English or pidgin became infrequent. Visiting parents were impressed with the warm relationships evident between children and teachers. Classroom organization combined adaptation to Hawaiian values and cultural practices with practices common to modeling analysis of those variables typically linked to ethnic identity supported a model in which ethnic identity is dependent upon language proficiency. The results are discussed in terms of their implications for research on both acculturation and second language acquisition of immigrants. (Author/MSE)

ED 321 576 FL 018 714

Brenner, Phyllis I.
Assessing Limited English Proficient Students: A Study of the Development of the Welcome Center.
Philadelphia School District, PA. Office of Assessment.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Educational Needs; Elementary Secondary Education; English (Second Language); Health; *Immigrants; Land Settlement; *Limited English Speaking; Literacy; Mathematics Tests; Program Development; Referral; *Refugees; School Districts; Screening Tests; *Student Placement; *Testing Programs; Writing Tests

Development of the Welcome Center for immigrants and refugees in the School District of Philadelphia is chronicled. The program emerged from dialogue between the Task Force for the Education of Asian Immigrants and Refugee Students and the Philadelphia School District, and began operation under the aegis of the Department of Foreign Language Education. The goal of the pilot project was to assess limited-English-proficient (LEP) students in two subdistricts for health and educational needs, and to explore whether the task force's expectations would be filled if the program were expanded to the entire district. Initially, students were referred by schools, and the center offered testing in English proficiency and basic arithmetic, recorded medical histories, evaluated vision and hearing, evaluated immunization records, provided parent orientation, and identified students' needs for support services such as sheltered classes, first language instruction, pre-referral for special education, and tutoring. Services added during the second year included additional reading and literacy tests, introduction of new levels of English instruction in the schools, and a slide-tape presentation for parents. Efforts were made to improve coordination with teachers skills, while employing familiar settings such as homes and schools to introduce information. Teachers are trained to recognize the needs and abilities of LEP adults in special workshops, and, in order to improve the delivery of services and increase project impact, the program is coordinated with other entities, such as Adult Education Cooperatives and public access TV stations. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 591 FL 800 121

Manual de Preparacion para Ciudadania = Handbook for Citizenship Preparation.

Education Service Center Region 20, San Antonio, Tex.; Ten County Adult and Continuing Education Co-op, Georgetown, TX.

PUB DATE- Feb 90
NOTE- 64p.
LANGUAGE- Spanish; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizenship Education; *Civics; Constitutional Law; Cultural Education; Federal Government; Immigrants; *Literacy Education; Local History; *Spanish Speaking; *United States History
IDENTIFIERS- *Texas

This handbook for Spanish-speaking immigrants studying for United States citizenship consists of a series of brief lessons on the following aspects of United States history and government: (1) the American flag, (2) Christopher Columbus, (3) the thirteen colonies, (3) the pilgrims, (4) the first Thanksgiving, (5) the Stamp Act, (6) the Boston Tea Party, (7) the Declaration of Independence, (8) George Washington, (9) the War of 1812, (10) the growth of the nation, (11) Texas, (12) Abraham Lincoln, (13) the industrial revolution, (14) the most recent territories and states, (15) World War II, (16) the Korean and Vietnam wars, (17) travel in space, (18) the Constitution, (19) the three branches of the federal government, and (20) the role of local government. Review tests and answer keys are provided for both the history and the government sections. Each lesson is provided in Spanish and English versions. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education) literacy level established for California; (2) more than 85% have not mastered basic listening and reading competencies needed for normal everyday functioning; (3) reading test scores were lower for females than males; (4) students over 35 had lower listening and reading scores than students under 35; (5) geographical differences were found in performance on both tests; (6) a greater proportion of students enrolled in community colleges scored at or above the minimum competency level than those enrolled in private nonprofit agencies or public adult schools; (7) those with more previous education were more likely to score at or above the minimum competency level, with the exception of special agricultural workers; and (8) very few scored at or above minimum competency on both the listening and reading tests. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 606 FL 800 163

Guidelines for ELT Programs. MELT Work Group.
Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Dec 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Competency Based Education; Core Curriculum; Cost Effectiveness; Curriculum Development; Curriculum Guides; Educational Assessment; *Educational Quality; *English (Second Language); Language Tests; *Literacy Education; Measures (Individuals); Minimum Competencies; Minimum Competency Testing; Needs Assessment; *Program Design; Program Effectiveness; Program Evaluation; *Resource Allocation; Second Language Instruction; *Second Language Programs; Student Needs
IDENTIFIERS- Basic English Skills Test

This document is the result of a national Mainstream English Language Training workgroup. Guidelines and suggestions are presented, in five chapters, for English Language Training (ELT) programs. Chapter one deals with the scope and design of particular ELT programs, taking into account the clients to be served, the needs of the service locale, and ways of prioritizing services. Chapter two suggests criteria for measuring the quality and effectiveness of programs, and chapter three describes procedures for monitoring and evaluating programs in relation to those

newspaper as text. The newspaper industry itself is providing materials for use in adult literacy classrooms. These efforts involve using the newspaper as curriculum. Nationally, newspaper groups have encouraged their local newspapers to develop literacy projects and coalitions. On a local level, newspaper groups cover literacy activities, provide free advertising space, and establish community-wide coalitions. Newspapers, a cultural and community constant in American life, can help newcomers acquire literacy skills and useful information at the same time. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 620 FL 800 265

Thar, Robert
International Literacy Year. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-LE-90-03
PUB DATE- Aug 90
NOTE- 3p.
CONTRACT- RI89166001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Literacy; Educational Objectives; *Illiteracy; International Cooperation; *Literacy; Primary Education
IDENTIFIERS- ERIC Digests; *International Literacy Year 1990; UNESCO

The United Nations Education, Scientific, and Cultural Organization's goal of achieving 100 percent international literacy by the year 2000 led the United Nations General assembly to proclaim 1990 as International Literacy Year. This proclamation was linked to the formulation of a plan of action to assist member states in all regions of the world to wipe out literacy by the end of the twentieth century. The goals of International Literacy Year include the following: (1) to promote better understanding internationally of the problems of illiteracy; (2) to strengthen and revitalize existing primary education programs; (3) to encourage new programs to reach adult illiterates; and (4) to promote the struggle against reverting to previous levels of

parents; personal values, career objectives, and educational priorities in instruction, academic support, and student services; factors underlying the decision to attend a particular campus; student evaluations of faculty and instructional quality, academic support services (advising and computing), student services, and the campus experience as a whole; and influence of institutional barriers and personal problems on student retention. A concluding section identifies major policy implications in the data and summarizes significant subgroup variations in the sample. The study offers an understanding of non-traditional student populations, such as commuters, ethnic minorities, part-time students, and working adults. (JDD)

ED 321 634 HE 023 644

Trends in Tuition and Other Basic Student Charges, 1963-64 through 1989-90, with Typical Student Costs, 1980-81 through 1989-90. Report Number 19-90.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jun 90
NOTE- 184p.
AVAILABLE FROM- Central Staff Office of Institutional Research, State University Plaza, State University of New York, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Trends; Higher Education; Instructional Student Costs; Noninstructional Student Costs; State Universities; *Student Costs; *Trend Analysis; *Tuition
IDENTIFIERS- State University of New York

This report presents the results of a survey of basic student charges for institutions of the State University of New York. The total student costs consist of fixed costs (tuition and fees) and variable costs (room, board, books, personal items, transportation, and miscellaneous). The data were collected with the cooperation of the campus Financial Aid Offices, and there may be substantial differences between the figures listed for the variable costs and the actual expenditures of an individual student. Tables present the following data: (1) trends in student tuition by program level and other charges, from pre-September 1963 to 1989-90; (2) summary of tuition charges per academic year, 1963-64 through 1989-90; (3) trends in tuition and required fees, 1980-81 through 1989-90; (4)

organizational analysis and process analysis. In organizational analysis, faculty are assisted in the development of course content, syllabi, objectives, and sub-goals for each class session during the term. A private conference is arranged with the instructor to review the organization of each of these aspects of a course. Process analysis involves videotaping the instructor in the classroom and providing a private, confidential critique of the taped session with regard to clarity of communication, teaching aids used, student participation, and student-teacher interaction. The program staff member is selected through mutual agreement between the dean of the college of education and/or the coordinator of faculty development, and the instructor requesting assistance. Preservation of privacy and confidentiality is of prime importance in program implementation. Faculty requesting assistance may choose to participate in either or both program components. (Author/MSE)

ED 321 647 HE 023 665

Burris, Berlean M.
Academic Enrichment Project for Disadvantaged Students.
American Association of State Colleges and Universities, Washington, D.C.; Chicago State Univ., Ill.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 90
NOTE- 28p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
GRANT- 5D19-NU25201
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Studies Programs; *Educationally Disadvantaged; *Faculty Development; Higher Education; Licensing Examinations (Professions); Minority Groups; *Nursing Education; *Peer Teaching; Program Descriptions; State Universities; Student Personnel Services; Tutorial Programs; Undergraduate Study
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Chicago State University IL

The purpose of the project is to facilitate academically

(Caffrey-Isaacs) is presented for use by higher education institutions in preparing and carrying out economic impact studies. Use of the modified version allows small institutional research offices to conduct studies in a timely manner with a methodology that remains within the boundaries of the original model and satisfies the political demands inherent when officials request such a study. The report describes the Caffrey-Isaacs model, its modification, and its specific components in detail, with some examples of calculations provided. Survey design and data entry, programming for statistical data analysis, and preparation of the final report are also discussed. Sample printouts are included. (Author/MSE)

ED 321 660 HE 023 678

Managing Information Technology: Facing the Issues: Proceedings of the CAUSE National Conference (San Diego, California, November 28-December 1, 1989).
CAUSE, Boulder, Colo.
PUB DATE- 90
NOTE- 605p.; For the papers grouped by individual "track," see HE 023 679-685.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 ($45.00 members; $75.00 non-members).
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Administrative Organization; Administrative Policy; Change Strategies; *Computers; Computer Uses in Education; *Financial Policy; Financial Support; Higher Education; *Information Technology; Innovation; *Long Range Planning; Management Information Systems; Networks; Personnel; Policy Formation; Standards; *Technological Advancement; Telecommunications
IDENTIFIERS- *CAUSE National Conference

Proceedings of the 1989 national conference of the Professional Association for Computing and Information Technology, formerly known as the College and University Systems Exchange (CAUSE) are recorded in this document. Papers are organized according to seven concurrent tracks in the following areas: (1) planning and strategy issues; (2) funding and accountability issues; (3) organization and personnel issues; (4) policy and standards issues; (5)

grades and University of Tennessee at Knoxville. Study results indicated that satisfaction exerted a stronger influence on grades than grades did on satisfaction. More research was determined to be needed on seniors to assess the effects of involvement and coursework on students' educational outcomes. The research also supported the use of latent variable and nonrecursive models and the analyses of covariance structures because it forced researchers to think theoretically rather than enter variables in a regression equation. Contains 38 references. (GLR)

ED 321 674 HE 023 692

Murray, Judith A.; And Others

Reality versus Expectations: Do the Expectations of New Students Correspond with Their Actual Experience. AIR 1990 Annual Forum Paper.

PUB DATE- May 90

NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Academic Persistence; College Environment; College Freshmen; College Preparation; College Students; *Expectation; Foreign Countries; Higher Education; Needs Assessment; Nontraditional Students; *Student Adjustment; *Student Attitudes; Student Attrition; Student Experience

IDENTIFIERS- *AIR Forum; Mount Saint Vincent University NS

Five hundred incoming students attending Mount Saint Vincent University (Nova Scotia) were selected to participate in a study designed to compare the expectations and experiences of traditional students (who entered immediately after high school or transferred from another university or college) and nontraditional students (who entered part-time several years after high school). Student goals, preparation, adjustments, performance, and involvement in university life, as well as first year experiences, were compared with the expectations students held in each of these areas and the impact these variables had on retention. Findings confirmed previous study results in that students' main reasons for attending university are career-related and continue to be so at the end of the first year of study. Neither traditional nor nontraditional students believed that "learning how to think and to study" was the

ED 321 689 HE 023 707

Buczynski, Patricia L.
The Relationship between Identity and Cognitive Development in College Freshmen: A Structural Equation Modeling Analysis. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Tests; *College Freshmen; *Correlation; Higher Education; Individual Development; Personality; *Self Concept; Self Concept Measures; *Structural Equation Models
IDENTIFIERS- *AIR Forum

A sample of 467 college freshmen attending a comprehensive, medium size, public institution on the mid-Atlantic coast was studied to examine the relationship between the development of identity and the development of cognition in traditional college freshmen. The sample was predominantly white (88.3%) and of the total number, 51 percent were male and 49 percent female. The Erwin Identity Scale (EIS) and the Scale of Intellectual Development were used in the assessment. The results of the investigation suggest that identity and cognitive development are related and that this relationship is a negative one. It was found that the higher a student's level of cognitive development the lower his or her development of identity; conversely, the lower a student's level of cognitive development, the higher his or her development of identity. Contains 26 references. (GLR)

ED 321 690 HE 023 708

Rodriguez, Raul G.; Agrella, Robert F.

DESCRIPTORS- *Accountability; *Educational Assessment; Educational Improvement; Educational Policy; Educational Quality; Faculty Development; Higher Education; Leadership; *Outcomes of Education; *Policy Formation; *Program Evaluation; State Programs
IDENTIFIERS- Education Commission of the States

The conference reported in this document was attended by representatives of seven states (Florida, Illinois, New Jersey, New Mexico, Tennessee, Virginia, and Washington). Participants focused on three key questions: (1) what are the issues and objectives behind assessment in each state? (2) what can be done regarding the implementation of assessment? and (3) how should the results be communicated? Concern with assessment was seen as reflecting interest in educational quality, as encouraging more effective use of resources, and as a means for faculty self-improvement. Variations across states were noted in terms of external forces, internal forces, initial fears and ultimate advantages of assessment as policy, and current issues. Suggestions directed at both campus leadership and state leaders are made for the improvement of assessment implementation especially in the areas of resolving differences between the two groups and maintaining good communication. A concluding section notes that the power of the assessment movement lies in the cogency of the questions it asks and that the biggest shortcoming of many state assessment initiatives is their failure to communicate a compelling set of reasons for mandated assessment. The conference agenda, a list of participants, and names of members of the Assessment Advisory Committee are included. (DB)

ED 321 704 HE 023 722

Morse, Suzanne W.
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-89-8
PUB DATE- 89
NOTE- 3p.; For the full report, see ED 320 524.
CONTRACT- RI8806214
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George

NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Admission (School); Definitions; Educational Trends; *Enrollment Trends; Graduate Study; Higher Education; Private Colleges; Proprietary Schools; State Universities; *Statistical Data; *Trend Analysis; Undergraduate Study
IDENTIFIERS- *New York

The report presents fall, 1988, admissions and enrollment data for New York State colleges and universities in 17 tables. Definitions of key terms precede the tables. Sample tables present the following information: (1) trends in degree-credit enrollment in public, independent and proprietary institutions by type of institution, fall 1970 to fall 1988; (2) degree credit enrollment by level of study, sector, and sex of student, fall 1988; (3) percent distribution of degree-credit enrollment by level of study; (4) first-time student degree-credit enrollment by sector; (5) degree-credit and noncredit enrollment by level of program and institutional classification; (6) degree-credit and non-credit enrollment by level of program and institution; (7) undergraduate degree-credit enrollment by institutional classification and year of study; (8) organized occupational degree-credit enrollment by major program area, year of study, attendance status, and sex of student; (9) trends in degree-credit enrollment by major subject area and level of study, fall 1986 to fall 1988; and (10) undergraduate applications received and accepted, and full-time students actually enrolled in class by institutional classification. (DB)

ED 321 717 HE 023 749

Academic Advising of Graduate Students from Developing Countries: A Handbook for Faculty Advisers and Department Chairs.
National Association for Foreign Student Affairs, Washington, D.C.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Office of International Training.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

weaknesses: (1) small sample sizes; (2) lack of identified criteria for determining "quality" software; (3) inappropriately used statistics; and (4) inadequate time allocated to conducting the study. Because the actual studies have design flaws, these research design weaknesses will be reflected in the results of the studies and even compounded should meta-analyses using these studies be performed. These major design weaknesses are discussed and selected studies are reviewed to illustrate them. Practical solutions to the design flaws are proposed, and the effects of the design flaws on meta-analyses are outlined. An appended table displays the 16 randomly-selected studies used to illustrate the design flaws together with data for each one on sample size, duration of the study, the software used, and the statistical techniques used to analyze the data. (45 references) (GL)

ED 321 730 IR 014 300

Hehmeyer, Lauren
How To Use the ERIC and CIJE Indexes on Computer.
PUB DATE- Nov 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bibliographic Databases; Indexes; *Online Searching; *Optical Disks; Printing; *Search Strategies
IDENTIFIERS- *Current Index to Journals in Education; ERIC; *Resources in Education

The Educational Resources Information Center (ERIC) is a national information system sponsored by the Department of Education. Traditionally, access to ERIC materials has been through the printed indexes "Resources in Education" (RIE), a guide to documents and research reports, and "Current Index to Journals in Education" (CIJE), an index to over 700 journals related to education. The two ERIC indexes are now accessible through stand alone ERIC-on-CD-ROM Retrieval Systems. (CD-ROM=Compact Disc--Read Only Memory). Searching ERIC via these systems allows the researcher to create a "custom-made" bibliography that can be designed and printed on the spot. This guide includes step-by-step procedures for formulating a search, examining the results, and printing a bibliography. Figures included for each step show the appearance of the monitor display. Examples of searches are

Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Adoption (Ideas); *Computer Assisted Instruction; Curriculum Development; *Educational Innovation; Elementary Education; Foreign Countries; *Information Technology; Inservice Teacher Education; Models; Research Needs; Seminars
IDENTIFIERS- *Barriers to Innovation; Great Britain

This report is based on discussions and papers circulated at a seminar on barriers to innovation in primary schools. Issues that relate to computers and the teacher are discussed in the first section, including ownership of the technology and models and strategies for inservice teacher education. Focusing on issues pertaining to computers and the school, the second section discusses organizational barriers to the implementation of information technology, the relationship between the curriculum and technology, and the school as a social system. The relationship between computers and society is covered in the third section. Research needs described in the fourth section include: (1) the role of computers in education; (2) social aspects of computer use; (3) teacher development; and (4) developments in software authoring environments. The concluding section looks at the future development of computer use. Appended materials include the text of a paper, "On Defining a Computer Environment for Innovation--A Case Study in Open Plan Computing" (Charles Crook); a project report, "The PALM Action Research Project" (Bridget Somekh); a list of published papers distributed before the seminar; and a list of participants. (24 references) (MES)

ED 321 745 IR 014 512

Hodgson, V., Ed.; And Others
Information Technology-Based Open Learning--A Study Report. Occasional Paper InTER/12/89.
Economic and Social Research Council, Lancaster (England).; Lancaster Univ. (England). Dept. of Psychology.
PUB DATE- Jul 89
NOTE- 29p.; A product of the Information Technology in Education Research Programme.
AVAILABLE FROM- ESRC InTER Programme, Department of Psychology, University of Lancaster, Lancaster LA1 4YF, United Kingdom (single copy) free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Education; *Teleconferencing; Writing Instruction
IDENTIFIERS- *Telewriting

This paper describes an audio teleconferencing system enhanced with a microcomputer-based telewriting system and examines its application in the delivery of university courses in statistics, microcomputer applications in special education, nursing issues, introductory writing, and staff development for teachers. The actual application of the technology in these courses is examined in order to demonstrate the versatility of the technology and the range of instructional designs possible with the telewriter. Instructional strategies used in the courses are described and the interrelationship between instructional strategies and subject matter is explored in each case. In conclusion, the paper notes the following instructional issues arising from the experiences described: (1) using the telewriter requires considerable advance preparation; (2) instructors found effective new ways to use the telewriter in distance delivery; (3) the best interaction occurred when students were able to use the technology actively as a tool to promote their participation; (4) since students were intimidated by the equipment, the simplest ways of responding (pen and pad, typing with keyboard) were best; (5) perceived advantages of the telewriter include its capacity to transmit symbolic content (math formulae); (6) the instructional effectiveness of the technology varies according to the nature of the subject matter; and (7) instructors felt that the care and attention required to offer a course using the telewriter improved the quality of instruction. (3 references) (GL)

ED 321 759 IR 014 528

Shale, Doug; Garrison, D. Randy
Evaluating a Telewriter System To Enhance Audio-Teleconferencing: A Qualitative Search for Instructional Design Issues.
PUB DATE- Jun 89
NOTE- 7p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Adult Education (Ottawa, Ontario, Canada, June 1-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Foreign Countries; Higher Education; Instructional Design;

computerized data tape files from the library of survey data which the National Center for Education Statistics of the U.S. Department of Education Office of Educational Research and Improvement has been collecting for over 20 years. A total of 74 tapes are listed in the following categories: Elementary Secondary Education; Postsecondary Education; Vocational and Adult Education; Libraries; and Longitudinal Studies. Ordering and price information is included. (MES)

ED 321 773 IR 053 285

McQueen, Judy
Creating and Maintaining the Bibliographic Database for Library Automation. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-90-2
PUB DATE- Jul 90
NOTE- 4p.
CONTRACT- RI88062008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bibliographic Databases; *Library Automation; *Library Catalogs; *Machine Readable Cataloging
IDENTIFIERS- ERIC Digests; MARC

This digest highlights bibliographic file creation and maintenance practices that affect a library's ability to use various automated system capabilities for current and future applications. The first section covers database creation options, cataloging resource file forms, and record creation and editing. The importance of adherence to MARC formatting and a consistent format are stressed in the next two sections. Correcting a defective database is addressed in the fourth section. The fifth section lists guidelines for a healthy bibliographic file: (1) follow the established national standard for recording and formatting bibliographic data (MARC format); (2) include and maintain all relevant data elements in the records; (3) consider future system requirements and capabilities; (4) pay attention to coded data elements and standard numbers in record

who coordinates bibliographic verification, duplicate checking, preparation of orders, receipt of materials, and payment processes. The disadvantages of this system are that there are no formal faculty representatives in the collection development meetings, and that collection development is time consuming. The advantages are better knowledge of the collection among librarians, greater librarian involvement in administrative decisions, no delay in selection, and no danger of areas left uncovered. This model works at DBCC because the campuses are linked by computer, and librarians have a great deal of experience and complementary interests. It may not be appropriate for all community college libraries. (WJT)

ED 321 786 JC 900 335

Report on Community College Reviews of Baccalaureate/Transfer Programs: Fiscal Year 1989.
Illinois Community Coll. Board, Springfield.
PUB DATE- Mar 90
NOTE- 25p.; Tables in this document contain small print and will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Curriculum; Community Colleges; *Core Curriculum; Curriculum Evaluation; Educational Assessment; Educational Objectives; *General Education; Needs Assessment; Program Evaluation; Skill Development; State Surveys; Testing Programs; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Illinois

During the 1988-89 academic year, the public community colleges in Illinois reviewed the general education component of their baccalaureate/transfer degree programs. Subsequently, the colleges were asked to respond to a series of questions about the following: (1) the relationship of the general education curriculum to program objectives and other curriculum components; (2) objectives for the development of skills in written and oral communications, mathematics, and analytical thinking; (3) the communication of these objectives to students; (4) methods used to assess student progress; (5) results of the assessment of student progress; (6) the support provided by faculty-related institutional policies to teaching and learning development; and (7) the resources needed to support changes and improvements. In conducting the general education reviews, all of the colleges used committees consisting

at the expense of competing stimuli that may actually need it more. In attempting to define the particular habit of mind which a medical documentor should develop, students must avoid the pitfalls of the methods which the brain uses to maintain constancy, such as context (physical, social, or cultural), personal physical characteristics, and attribution. Ultimately, nursing students could benefit from observational skills disciplined by self-awareness, a carefully analytical second look, a distrust of assumptions, and diligent defense against hasty conclusions. The more allied health professionals learn about the perceptual process, the more critically discerning their habit of observation will be. (JMC)

ED 321 799 JC 900 388

German, Katherine L.; Rajasekhara, Koosappa
Maryland DACUM Resource Center. Dundalk Community College Project Evaluation Report, 1989-1990.
Dundalk Community Coll., Baltimore, Md.
SPONS. AGENCY- Maryland State Dept. of Vocational-Technical Education, Baltimore.
PUB DATE- Jun 90
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; Community Colleges; Curriculum Design; Curriculum Development; Interviews; *Program Effectiveness; *Program Evaluation; *Program Improvement; Questionnaires; *School Business Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS- *DACUM Process

For twenty years, the DACUM (Developing a Curriculum) model has been used for the design of occupational programs at the secondary and postsecondary levels as well as the design of training programs for business and industry. Over the past five years, the Maryland DACUM Resource Center project has disseminated the DACUM model among the community colleges of the state to support the development of exemplary curricula and address area labor market needs. In 1990 an evaluation was conducted of the Maryland DACUM Resource Center to assess the scope, quality and impact of the products and services of the Center. The six activities included in the Maryland project were: (1) DACUM chart development, curriculum satisfy each of the criteria. However, their impact on classroom practice will ultimately be determined by the state's level of success in pressing publishers to develop instructional materials aligned with current curriculum frameworks. The report lists the documents included in the content analysis. (LMI)

ED 321 408 EA 022 067

Master Plan for Implementing a Statewide Volunteer System.
Utah State Office of Education, Salt Lake City.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Community Involvement; Elementary Secondary Education; Family School Relationship; Parent Participation; Productivity; Program Effectiveness; *Public Schools; School Business Relationship; *School Community Relationship; *Statewide Planning; *Volunteers; *Volunteer Training
IDENTIFIERS- *Utah; Volunteer Teaching

The development of a state-wide master plan to increase volunteerism in the public schools is the purpose of this report. Five phases of implementation are outlined in detail: increasing participants' awareness; training; creating partnerships with homes, businesses, and other organizations; implementation of model programs; and evaluation. Goals to improve student achievement through the more effective use of volunteers include utilizing the resources provided by unpaid staff, enhancing intergroup involvement, and increasing productivity. (LMI)

ED 321 409 EA 022 069

Elliott, Norman, Comp.
Options/Choices in Public Education: A Report of a National and Statewide Survey in Utah of Educational Choice Programs.

Education and Pupil Personnel Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
Handicapped Children's Early Education Program.
PUB DATE- 87
NOTE- 443p.; Parts of the document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Educational Diagnosis; Educational Planning; Family Involvement; *Handicap Identification; *Intervention; *Program Development; *Program Implementation; Referral; School Community Relationship; State Programs; Student Evaluation; Young Children
IDENTIFIERS- *Vermont

This guide provides an understanding of the scope and purpose of educational services in Vermont for young children with handicaps and their families. Section titles are as follows, with chapter titles in parentheses: (1) "Overall Program Development" ("Programmatic Philosophy and Policies," "Planning and Coordination," "Service Delivery," and "Program Evaluation"); (2) "Child Find and Identification" ("Community Awareness," "Referral," and "Screening"); (3) "Assessment for Eligibility and Educational Planning" ("Comprehensive Evaluation Process," "Eligibility Determination," and "Comprehensive Re-evaluation"); (4) "Instructional Planning and Implementation" ("Curriculum Planning," "Individualized Education Program," "Related Services," "Method of Instruction," "Monitoring Child Progress," and "Transition Planning"); (5) "Family Involvement"; (6) "Personnel" ("Staff" and "Staff Development"); (7) "Community Relations" ("Interagency Collaboration" and "Community Involvement and Advocacy Group Interaction"); and (8) "Miscellaneous Programmatic Considerations" ("Physical Space," "Transportation," and "Fiscal Management"). A bibliography of over 300 items is also included. Appendices include policy statements, a community resources survey form, a referral form, a screening form, an evaluation plan form, an approved list of assessments, competencies for essential early educators, barriers to interagency collaboration, parent/professional associations and advocacy groups in Vermont, sources for adaptive equipment, information on arranging center-based classroom learning environments, and other information. (JDD)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Deafness; Educational Games; English Instruction; Error Correction; Feedback; *Microcomputers; Secondary Education; *Syntax; *Teaching Methods; *Visual Learning

A computer-based method of communicating syntactic knowledge to deaf students was designed, building on the visual orientation of deaf students and employing such American Sign Language techniques as visualization and directionality. The computer-based instructional treatments were presented as an educational game called the "Yes-No Game," with visual effects using the high resolution graphics capability of the Macintosh computer. As learners created sentence-pictures and built yes-no questions, animated graphics pictured the transformation of sentences to questions. Textual and graphic corrective feedback were displayed on the computer screen to respond specifically to each error that students made in building English questions. Seventeen treatment subjects in grades 8-11, compared with 15 control subjects, showed significant gains in recognition of correct grammatical structures but showed only marginal improvement in actual sentence production. With accompanying pictures to aid comprehension, and with multiple opportunities to practice and to receive immediate visual feedback, the experiment demonstrated that an instructional foundation and methodology can be provided that will help deaf students overcome their difficulties in building yes-no questions in English. (JDD)

ED 321 441 EC 231 561

Turnbull, H. Rutherford, III
Technology and Children with Disabilities: A Guide for Family Members. P.L. 100-407: Technology-Related Assistance for Individuals with Disabilities Act of 1988. P.L. 100-360: Medicare Catastrophic Coverage Act.
Kansas Univ., Lawrence. Beach Center on Families and Disability.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 16p.
AVAILABLE FROM- Assistant Director, Beach Center on Families and Disability, 4138 Haworth Hall, Lawrence, KS 66045 ($2.00).
LANGUAGE- English

GRANT- MCJ27361-010
AVAILABLE FROM- National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard St. at East River Rd., Minneapolis MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Choice; *Decision Making; *Disabilities; *Health; Instructional Materials; Secondary Education; Social Development; Teaching Methods

The annotated bibliography is intended to assist professionals working to develop decision making skills in disabled youth. The 40 bibliographic citations date from 1981 to 1989 and are grouped into the following categories: health issues, psychosocial issues, and education and career issues. Fourteen training materials with information given concerning title, supplier, address, phone, date are described. Brief abstracts are also provided. (DB)

ED 321 456 EC 231 576

An Introduction to Youth with Disabilities: Annotated Bibliography. CYDLINE Reviews.

Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Granada Hills, CA.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Feb 90
NOTE- 13p.
GRANT- MCJ27361-010
AVAILABLE FROM- National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard St. at East River Rd., Minneapolis MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Community Programs; *Disabilities; Educational Needs; *Family Problems; Health; Information Centers; Social Development; *Youth

The annotated bibliography describes resources covering a wide range of issues related to disabled youth and their families. The 38 bibliographic citations date from 1980 to 1989 and are grouped into the following categories: psychosocial issues, health issues, consumers, and that identifying a need for TA is not an admission of incompetence. The final chapter, "The Future is Here", by Chris Mason, notes changes that are occurring, advances for people with disabilities, and service delivery factors. Most chapters include references. (DB)

ED 321 471 EC 231 591

Painter, William E., Jr.
Development of an Adoption Agency as Supplement to Current Services of a Residential Group Care Facility.
PUB DATE- 90
NOTE- 27p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adoption; *Agencies; *Child Abuse; *Child Welfare; Group Homes; *Organizational Development; Placement; Program Development; Residential Programs; *Sexual Abuse

The paper presents a proposal for the addition of a specialized adoption agency for sexually abused children and youth to current services of a residential group home. The proposal resulted from the lack of appropriate families for children completing the Agency's Preparation for Adoption Program. Evidence suggested placements have been hindered by misinformation concerning disruptions of adoptive placements, lack of knowledge of the specific children by adoption workers, and inadequate understanding of parenting such children. The proposed agency would recruit, train, and provide follow-up services for prospective adoptive families. A 10-week needs assessment with 15 referral agencies overwhelmingly supported the development of an adoption agency specifically designed to provide adoption services for the older, sexually abused child. Recommendations include development of a budget of anticipated expenses and revenue and investigation of how implementation of such an agency would impact the current residential facility. The Needs Profile is appended. Includes 11 references. (DB)

ED 321 487 EC 231 808

Miller, Richard C.
Discovering Mathematical Talent. ERIC Digest #E482.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Ability Identification; *Academically Gifted; Acceleration (Education); Elementary Secondary Education; *Enrichment Activities; Flexible Progression; *Mathematics Instruction; Mathematics Tests; Standardized Tests; *Talent; *Talent Identification
IDENTIFIERS- ERIC Digests; *Mathematically Gifted

This digest offers guidance in identifying and nurturing mathematical talent in children. Mathematical talent is defined and the characteristics of mathematically talented students are listed. Some mathematically talented students do not achieve well in school mathematics due to a mismatch between the student and the mathematics program. Ways that various standardized tests--intelligence tests, creativity tests, mathematics achievement tests, mathematics aptitude tests, and out-of-grade-level mathematics aptitude tests--can be used to identify mathematical talent are offered. A systematic process for talent identification is suggested involving first a screening phase and then out-of-grade-level mathematics abilities assessment. Characteristics of appropriate instructional programs for mathematically talented students include the following: they bring mathematically talented students together to work with one another; they stress mathematical reasoning and independent exploratory behavior; they deemphasize repetitious computational drill work and cyclic review; they involve a comprehensive mathematics curriculum appropriate for potential mathematicians; and they provide flexible

Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Educational Practices; Elementary Secondary Education; Extracurricular Activities; *Mainstreaming; Peer Relationship; *Severe Disabilities; Social Integration
IDENTIFIERS- ERIC Digests

This digest defines students with severe handicaps, documents the benefits of integrating students with severe disabilities into regular classrooms, and outlines procedures for facilitating integration. It notes some issues associated with access and scheduling, areas in which additional support might be needed, ways to incorporate information about people with disabilities into the curriculum, ways in which nondisabled students can support integration efforts, and how extracurricular activities can strengthen integration. A list of 10 references concludes the digest. (JDD)

ED 321 502 EC 231 823

Goodship, Joan M.
Life Skills Mastery for Students with Special Needs. ERIC Digest #E469.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-11
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Daily Living Skills; *Disabilities; Elementary Secondary Education; *Interpersonal Competence; *Job Skills; Skill Development
IDENTIFIERS- ERIC Digests

ED 321 516   FL 018 411

Barlas, Robert
The T.E.S.L. Canada China Handbook.
TESL Canada Federation, Toronto (Ontario).
PUB DATE- 85
NOTE- 110p.; Faint type throughout.
AVAILABLE FROM- TESL Canada Federation, P.O. Box 707, Station C, Toronto, Ontario, Canada MGJ 1G1 ($12.00 Canadian cashier check; $13.00 Canadian invoice).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acculturation; Comparative Education; *Cultural Traits; Culture Conflict; *Employment Practices; *English (Second Language); Foreign Countries; Instructional Materials; *International Educational Exchange; Language Teachers; Second Language Instruction; Teacher Characteristics; Teacher Salaries; Teaching Guides; *Travel
IDENTIFIERS- *China

This handbook is designed both as a general introduction to teaching English as a Second Language (ESL) in the People's Republic of China and as a guide for individuals who may be contemplating, or are already committed to, working in a Chinese educational institution. Information and suggestions contained in the handbook are compiled from survey responses of individuals who have taught ESL in China. The first chapter gives general information on the purpose and nature of teaching in China, describing the Chinese educational system, Chinese educators, teaching contracts and salaries, and employment prospects. The second chapter suggests actions to take in preparation for teaching in China, including application timelines, travel arrangements and documentation, choosing professional and personal materials to take, and dealing with culture shock. Chapter three discusses aspects of living and working in China, including: organizational design; documents, permits, and coupons; currency and banking; day-to-day living; medical and dental facilities; bringing a family; Chinese etiquette; and making friends and contacts. The fifth chapter contains practical suggestions from former teachers. Chapter six describes individual institutions and the areas in which they are located, including sources of information, the

especially as a marker of the conclusion of the topic (22.5%). (GLR)

ED 321 532 FL 018 618

Summer Institute of Linguistics Australian Aborigines and Islanders Branch. Annual Report 1989.

Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.

PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Applied Linguistics; *Australian Aboriginal Languages; Biblical Literature; Foreign Countries; *Language Research; Literacy Education; Native Language Instruction; *Translation; Uncommonly Taught Languages; Unwritten Languages; Workshops
IDENTIFIERS- Aboriginal People; *Australia; *Summer Institute of Linguistics

Approximately 47,000 people in Australia speak an Aboriginal or Islander language as their first language and have better comprehension in one of these languages than in English. Recognizing this, and desiring to provide biblical translations in these languages, the Australian Aborigines and Islanders Branch of the Summer Institute of Linguistics (SIL) began linguistic research in the vernacular languages of the Aboriginal people in 1961. Over the years, linguistic study has been done in 24 languages with 15 language projects currently in progress. Courses and research include linguistic analyses, examination of language distributions, biblical and other translation work, and literacy training for the Aborigines in both English and their native languages. This annual report highlights the events that occurred in 1989, including workshops, research seminars, conferences, and projects, and provides information on the computer and publications departments. One highlight of the 1989 season was a conference held at Lake Bennett, near Darwin, where Aborigine translators met to discuss the problems encountered in their work. (JL)

effects of these barriers. First, the Amish child's background and self concept must be appreciated and respected in the school. Second, when testing or evaluating Amish children, cultural and language differences should be considered. Third, schools with Amish enrollments should accumulate extensive readings and resources on the Amish and their culture. Fourth, communication with the Amish community should be fostered via parents, community leaders and Amish school officials. Finally, educators should understand the basic psychological make-up of the Amish child, which is quiet, shy, hardworking, exacting and group-minded socially, and should also be aware of the Amish culture. (JL)

ED 321 548 FL 018 635

Olson, Shelley L.
Language Shift and Bilingual Education: A Long-Term Analysis of a National Sample of Mexican-American Sophomores.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; *English (Second Language; High Schools; High School Students; *Language Proficiency; Language Research; *Mexican Americans; Second Language Learning; *Spanish Speaking
IDENTIFIERS- High School and Beyond (NCES); *Language Shift

The long-term pattern of language shift from Spanish to English for a national sample (N=428) of Mexican-American sophomores is documented. All students spoke Spanish as a first language and were educated entirely in the United States. The students were participants in diverse bilingual education programs during their elementary years and were selected from the High School and Beyond database. The proficiency level of the sophomores in both Spanish and English, and how often each language used, was analyzed to illustrate language shift. In addition, the study analyzed the specific situations in which each language was used. The results indicate a definite language shift. Sophomore students whose first language was Spanish and who had participated in bilingual education programs were highly proficient in English. English was often used in community and academic settings, while Spanish was

other elementary classrooms. While occasionally correcting students' Hawaiian, teachers more commonly modelled correct form or set up repeating routines to support student learning. Teachers treated students as true conversational partners, focusing primarily on content comprehension, with brief but significant instructional sequences inserted. Language learning in peer-peer interactions was encouraged. The students were found to take their work seriously, and were on task a high proportion of the time. (MSE)

ED 321 562 FL 018 682

O'Donnell, William A.
Videos as Literature in EFL.
PUB DATE- 29 Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Drama; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; Instructional Materials; *Literature Appreciation; Second Language Instruction; Teaching Methods; *Videotape Recordings
IDENTIFIERS- *Japan

Despite the lengthy English language training experienced by most Japanese students, their communicative use of English is not well developed. Videotape recordings of dramas (movies, television programs, and plays) offer a means and an interesting context for developing linguistic knowledge into usable language skills. A good movie provides a self-contained world with language expressed in a visual context. The teacher is in a position to exploit this rich resource by making the story and its language comprehensible to the student much as any literature teacher would, in terms of plot, characters, setting, and theme. A method used in one Japanese university involves showing a full-length movie in 10-minute segments over a period of about 12 classes. The classes consist of a review of the movie to date, student viewing of a new segment, discussion and explanation of the segment shown, and a summary, usually written by pairs of students. Anecdotal evidence suggests that the method is effective for helping students gain confidence and staff, communication with parents, and location for service delivery. The program has been found to be effective in the screening of new LEP students. (MSE)

ED 321 577 FL 018 715

English-Farsi Phrasebook with Useful Word List.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 89
NOTE- 172p.
LANGUAGE- English; Persian
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Acculturation; *Daily Living Skills; Dictionaries; Employment; *English; Health; Immigrants; Intercultural Communication; *Interpersonal Communication; Interpersonal Competence; Maps; Monetary Systems; Number Systems; *Persian; Schools; Uncommonly Taught Languages; *Vocabulary

This phrasebook is designed to introduce newly-arrived Iranian residents to the daily activities of American life. The phrases and supplementary vocabulary in the book's 19 units cover a wide range of situations. Topics include coping with the language barrier, useful forms of etiquette, giving information about oneself, recognizing signs, converting weights and measures, using numbers, dealing with money, dealing with time, locating things, describing things and people, doing things, going places, conveying information, health, food, clothing, housing, jobs, and schools. The English phrases included are selected for their directness, brevity, and relevance to the needs of newly-arrived residents. Most are presented in the form of two-line dialogues. Following these units a list of useful words provides additional terms that are most frequently needed. A map of the United States locating all states and major cities is also included. Each unit supplies phrases written in English with parallel Farsi translations. (MSE)

ED 321 592 FL 800 122

Chavira, Rogelio
Use of the Newspaper in ESOL.
PUB DATE- Feb 90
NOTE- 4p.; The Review is published by the Communications Division of El Paso Community College.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Classroom Techniques; *English (Second Language); Instructional Materials; *Journal Writing; *Literacy Education; Media Selection; *Newspapers; Second Language Instruction; *Student Journals; *Writing Instruction

This article encourages the use of newspapers in English-as-a-Second-Language literacy classes, and suggests individual and classroom activities that use newspapers in the instruction of students at all proficiency levels. The newspaper is seen as an instructional material that bridges the gap between the classroom and the real world, is easily accessible, contains something of interest for all students, and may be used throughout the students' lives. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 593 FL 800 134

Auerbach, Elsa
Making Meaning, Making Change. A Guide to Participatory Curriculum Development for Adult ESL and Family Literacy.
Massachusetts Univ., Boston.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 90
NOTE- 258p.; A product of the English Family Literacy Project.
GRANT- G008635277
AVAILABLE FROM- Bilingual/ESL Graduate Studies, University of Massachusetts, Harbor Campus, Boston, MA 02125-3393 ($6.00 prepaid,

criteria. Chapter four discusses ways to coordinate ELT programs with other elements of the service delivery system to ensure efficiency and economy through communication among teachers, case managers, job developers, and employers. Chapter five examines the costs of ELT programs and offers help to policymakers responsible for efficient allocation of resources. Appended materials include a set of descriptions stating what students should be able to accomplish with their language skills at various levels, a competency-based core curriculum guide that lists competencies in 5 topical areas for 10 levels of instruction; and a partial list of language proficiency tests. (Author/JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 607 FL 800 164

Lopez-Valadez, Jeanne; Reed, Tipawan T-Q
Building Competencies To Serve LEP Vocational Students: An Inservice Manual.
Northwest Educational Cooperative, Des Plaines, IL.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 310p.
GRANT- G0087-15356-87b
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Instructional Materials; Bilingual Teachers; Cultural Awareness; Federal Legislation; *Inservice Teacher Education; *Limited English Speaking; Program Development; Second Language Learning; Special Needs Students; *Vocational Education; *Vocational Education Teachers; *Vocational English (Second Language)
IDENTIFIERS- Capacity Building for States

This manual was developed by the Project Capacity Building for States (CBS), a national bilingual vocational instructor training project authorized under Title 1, Part B, Bilingual Vocational Instructor Training of the Carl Perkins Vocational Education Act as an aid for individuals conducting in-service training related to serving the Limited English Proficient (LEP) in vocational education. The manual is designed for persons with in-service experience and with basic knowledge of the principles of bilingual illiteracy. There are a number of major international efforts to promote literacy, largely through the International Task Force on Literacy, a coalition of over 35 international nongovernmental organizations involved in adult education and literacy. UNESCO will publish a study this year arguing that unless an all-out effort is made to boost the quality of primary schooling, making it accessible to all children, and to give education renewed financial priority, the fight against illiteracy will be lost. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 621 FL 800 266

Brod, Shirley
Recruiting and Retaining Language Minority Students in Adult Literacy Programs. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-LE-90-06
PUB DATE- Aug 90
NOTE- 3p.
CONTRACT- RI89166001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Adult Literacy; *English (Second Language); *Literacy Education; *School Holding Power; *Student Recruitment
IDENTIFIERS- ERIC Digests

As the nation has become aware of the scope of adult illiteracy and its tremendous cost, literacy programs have proliferated. New populations of language minority adults are becoming eligible for and involved in an increasing number of these programs. They include, among others, refugees whose training is no longer funded by the Office of Refugee Resettlement, and newly legal amnesty clients who have come into Adult Basic Education programs from classes conducted under the Immigration Reform and Control Act of 1986. It is necessary to consider how recruitment and retention of these and other students in literacy programs can be enhanced. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education) trends in basic student charges, 1980-81 through 1989-90; (5) trends in the distribution of other basic student charges: books and supplies, transportation, personal, and miscellaneous, 1980-81 through 1989-90; and (6) total undergraduate charges and allowances, 1989-90. (JDD)

ED 321 635 HE 023 645

White, Arden; Hernandez, Nelda R.
Influences and Preferences among Doctoral Applicants When Selecting a Counselor Education Program.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Choice; Counselor Certification; *Counselor Training; Decision Making; *Doctoral Programs; Higher Education; Influences; National Surveys; Reputation; Specialization; *Student Attitudes

Two samples of doctoral program participants were surveyed for opinions about factors of relative importance in their selection of a counselor education program. Replies came from a national stratified sample of 55 programs comprising 249 recent doctoral degree graduates plus a second sample consisting of 211 doctoral program entrants. Data were compared with a previous study of master's level students. The survey found that availability of a program specialty was highest in overall importance, and more so for doctoral than master's applicants. Program and institution reputation were very prominent. Psychologist licensure was a significant issue. Other topics of relative importance included perceived faculty philosophy, approachability, and reputation. Community size, faculty publication reputation, offer of financial support, and acceptance of transfer credit were among the least important influences. Includes 10 references. (Author/JDD)

ED 321 636 HE 023 654

disadvantaged nursing students' success in a baccalaureate nursing program. The program's three main components are student support services, faculty development, and peer tutoring. Student services include diagnostic testing, group sessions, individual tutoring as needed, special workshops on academic enrichment topics, and post-testing. The services are correlated with the students' nursing courses and all students are encouraged to attend. The academic enrichment training for faculty is conducted by a reading consultant. Faculty members receive the training in small groups, one group per summer term. Faculty development workshops, conducted by outside consultants, are provided periodically for all faculty members during the project period. The nursing peer tutoring network was initiated at the beginning of the project period and is available to nursing students and intended nursing majors (freshmen). A faculty advisor supervises the peer tutoring activities. Student evaluations have been positive and reflect the project's success. Total annual attrition has decreased and students continue to receive high pass rates on the National Council Licensure Examination for Registered Nurses. (Author/MSE)

ED 321 648 HE 023 666

Stillion, Judith M.; And Others
Lighting the Torch of Teaching Excellence.
American Association of State Colleges and Universities, Washington, D.C.; Western Carolina Univ., Cullowhee, N.C.
PUB DATE- 90
NOTE- 17p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Faculty Development; Higher Education; *Instructional Effectiveness; Program Descriptions; *Program Development; Program Effectiveness; State Universities; *Teacher Effectiveness
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Western Carolina University NC

Western Carolina University's task force on teaching effectiveness telecommunications and networking issues; (6) academic computing issues; and (7) applications and technology issues. The 52 papers are preceded by four general session presentations: the keynote address, "Uneven Marriage: The University and the Management of Information Technology" (Frank Newman); "Transformation of Information Technology in the Modern Higher Education Institution" (Richard Nolan); "Changing Ethics and Values in America: Implications for Information Technology" (Charles Nesson); and "Information Technology: Should Your President Continue To Buy It?" (James Rosser). Sessions called "Current Issues" and "Ask the Experts," as well as constituent group meetings and a seminar on "Writing for CAUSE/EFFECT" are summarized. Also provided are a listing of corporate participants, descriptions of CAUSE activities of 30 corporations, and pictorial highlights of the conference. (DB)

ED 321 661 HE 023 679

Managing Information Technology: Facing the Issues. Track I: Planning and Strategy Issues.
CAUSE, Boulder, Colo.
PUB DATE- 90
NOTE- 82p.; In: Managing Information Technology: Facing the Issues. Proceedings of the 1989 CAUSE National Conference; see HE 023 678.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (entire proceedings only: $45.00 members, $75.00 non-members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Community Colleges; Higher Education; *Information Management; Information Systems; Liberal Arts; Long Range Planning; Networks; *Planning; Program Implementation; *Technological Advancement; Trend Analysis
IDENTIFIERS- California State University Los Angeles; *CAUSE National Conference; Drew University NJ; Oakland Community College MI; Southern Alberta Institute of Technology; Southern Utah State College; *Strategic Planning; University of Pennsylvania

Seven papers making up Track I of the 1989 conference of the Professional Association for the Management of Information Technology in Higher Education (known as CAUSE, an acronym of the association's former name) are presented in this document. The focus of Track I is on planning and strategy issues, and the papers most important reason for attending university. Both types of students felt they were prepared for university study; a belief found to be wrong since both groups had verbal, writing, and time management problems. Also, both groups were found to have unrealistic expectations about their anticipated level of achievement. Results indicated that a combination of unrealistic expectations, non-involvement, and poor performance during the first year of study are major determinants of student attrition. Contains 25 references. (GLR)

ED 321 675 HE 023 693

Krotseng, Marsha V.; Glover, Robert H.
Design and Implementation of a Decision Support System for Institutional Advancement. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; Decision Making; *Fund Raising; Higher Education; *Institutional Advancement; Institutional Research; Integrated Activities; *Management Information Systems; Management Systems; Program Development; School Support
IDENTIFIERS- *AIR Forum; *University of Hartford CT

The issue of increasing the effectiveness of alumni development and fund raising programs to ensure quality in academic programs and campus life for the coming decade was examined. The study's primary purposes were to: (1) describe the development of a comprehensive decision support system for alumni and fund raising activities at one independent university--the University of Hartford, Connecticut; (2) examine specific research and management applications of that system; and (3) feature examples of effective analyses and reports it can generate. Discussions focused on early collaboration between institutional researchers and advancement professionals which facilitated the study and led to construction of a multipurpose alumni survey. Preliminary results indicated that administrators desiring to strengthen fund raising programs should concentrate on the following areas: improve community and donor relationships; gain the confidence of the institution and the participation of its president; build commitment among staff to

Ethical Analysis in Institutional Research. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; Confidentiality; Discipline; *Evaluation Methods; Evaluative Thinking; Higher Education; *Institutional Research; Research Design; Research Methodology; *Standards
IDENTIFIERS- *AIR Forum; *Ethical Analysis Protocol

Institutional research, as an established profession, has not developed a professional code of ethics. Reasons for the lack of such a code are discussed, and an outline is presented of the three major areas of institutional research ethics: treatment of research participants, research practices, and socio-political dimensions. A simple procedure of ethical analysis (the Ethical Analysis Protocol) is introduced as a method of analyzing the ethical appropriateness of institutional research studies. The ethical analysis procedure, which uses a list of questions that may be helpful in assessing the ethical strengths, constraints, or shortcomings of institutional research studies, is described in detail. Contains 10 references. (Author/GLR)

ED 321 691 HE 023 709

de Wilde, Roline; van Rosmalen, Karel
New Technologies: The Challenge of Continuing Education to Our Institutions. AIR 1990 Annual Forum Papers.
PUB DATE- May 90
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Corporate Education; Foreign Countries; Higher Education; Human Resources; Institutional Cooperation; *Institutional Role; *Labor Force Development; *Retraining; *School Business Relationship; Supplementary Education; Technological

Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Citizen Role; *Citizenship Education; *Citizenship Responsibility; Community Responsibility; *Educational Objectives; Higher Education; Models; Values Education
IDENTIFIERS- ERIC Digests

This digest summarizes a full length report on preparing college students for citizenship responsibilities. The following questions are considered: What is citizenship and public life? What is higher education's role in educating for citizenship? and what are the skills for a renewed civic life?. The importance of citizens integrating their public and private lives for maximum social productivity is stressed. Higher education offers a setting, a curriculum, and an established community, all aimed at developing human beings for living in a public world. Three models can define the citizen's role: electoral-competitive, representative, and participatory democracy. Each model requires different attitudes, skills, and levels of participation. Colleges and universities can help students expand their notions of citizenship through the classroom structure, by providing opportunities for experiential learning, and in creating a campus community where all constituencies can think together about their shared lives. Includes 11 references (DB)

ED 321 705 HE 023 723

Brittingham, Barbara E.; Pezzullo, Thomas R.
The Campus Green: Fund Raising in Higher Education. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-90-1
PUB DATE- 90
NOTE- 3p.; For the full report, see HE 023 724.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George

DESCRIPTORS- *Academic Advising; Admission (School); Cultural Differences; *Developing Nations; *Educational Counseling; *Foreign Student Advisers; *Foreign Students; Higher Education; Student Adjustment; Student College Relationship

Intended to aid administrators and advisors of foreign students from developing nations enrolled in U.S. colleges and universities, the guide offers suggestions for all stages of the advising process. A chapter on planning and selection considers factors concerning pre-admission, admission, determining English language proficiency, and finances. The second chapter covers communication with the student prior to arrival and discusses notification, orientation to the U.S. education system, orientation to the campus and community, and selection of advisors. The third and fourth chapters briefly consider the initial campus contact with the student and the term of study. Chapter 5 discusses the essentials of advising including cross-cultural considerations, sponsored student programs, practical training, and field research and thesis advising. Briefly considered are some ways in which the student's campus and community experience might be enriched. The final chapter concerns preparing the student to return to his/her home country and provides suggestions re: professional networks, the job search, the post-educational contact, and followup, evaluation, and continuing education. A selected bibliography lists 21 references. (DB)

ED 321 718 HE 023 750

Boards for the Professions: A Statement of Background and Guidelines. Third Edition .

New York State Education Dept., Albany. Office of the Professions.

PUB DATE- Mar 90
NOTE- 45p.; For the 1986 edition, see ED 283 491.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Certification; *Governing Boards; Higher Education; Licensing Examinations (Professions); Professional Education; *State Licensing Boards; *State Standards
IDENTIFIERS- *New York

The booklet is a greatly expanded and improved edition of a manual designed to provide New York State Board Members, Education Department staff, and others with information concerning New York included. (Editor's Note: This brochure does not concern itself with the online computer search capability that preceded the CD-ROM Systems). (GL)

ED 321 731 IR 014 488

Automation Action Plan: Implementing the New Jersey Library Automation Blueprint.

New Jersey State Library, Trenton. Library Development Bureau.

REPORT NO.- PTM-No-900.31

PUB DATE- Jan 89

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Bibliographic Databases; Continuing Education; *Library Automation; Library Education; *Library Networks; *Long Range Planning; *Program Implementation; *Staff Development; State Programs

Based on the document "Final Report on the Study to Develop a Library Automation Blueprint for the New Jersey Library Network" (December 1987) and the reaction to it by the New Jersey library community, this plan was produced to guide the New Jersey State Library in meeting the goal of developing one statewide database containing the holdings information of all libraries in New Jersey. The plan is centered around the statewide bibliographic database, which is defined, and its purpose, goals, and architecture are outlined in the first section. The second section outlines the State Library's thinking on the broad issues that impact on any automation plan. Specific action steps that the State Library plans to implement between 1989 and 1993 are contained in the third section. Appended are: (1) a brief discussion of continuing education as it relates to the plan; (2) a brief overview of State Library activities since 1980; and (3) a list of the members of the ad hoc steering committee to advise the Library Development Bureau on implementation of the automation blueprint. (GL)

ED 321 732 IR 014 490

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Costs; Foreign Countries; *Information Technology; Models; *Open Education; Postsecondary Education; Research Needs; *Training; *Vocational Education
IDENTIFIERS- Great Britain

This document reports on a study which focused on improving the flexibility and responsiveness of vocational education and training provision in Great Britain by producing a plan for information technology-based open learning (ITOL) provision. In the first section, the ITOL model is described through three scenarios. Benefits to learners such as the removal of time, space, and learning barriers are summarized in the next section, and the third section offers background on open learning. The fourth section provides a diagram and detailed description of the model in terms of the various elements (learner, tutor, company counsellor, resources, and resource manager) and their interactions. Significant projects and resources external to the ITOL model are considered in the fifth section, including the Developing European Learning through Technological Advance project, the European Programme for Advanced Continuing Education program, and U.S. and British initiatives. The sixth section outlines outcomes and research needs in four areas: (1) electronic communications systems for open learning; (2) retrieval of learning resources; (3) online databases and document delivery; and (4) communications and computer networking. The seventh section analyzes ITOL system costs to the user and the institution. Six references and 95 additional sources on open learning and computer conferencing, information retrieval, and North American experiences are listed. (MES)

ED 321 746 IR 014 513

Lewis, R., Ed.; Mace, Terry, Ed.
Authoring Tools for Simulation-Based CBT--an Interim Project Report. Occasional Paper InTER/13/89.
Economic and Social Research Council, Lancaster (England).; Lancaster Univ. (England). Dept. of Psychology.
PUB DATE- Jul 89
NOTE- 24p.; A product of the Information Technology in Education Research Programme.
AVAILABLE FROM- ESRC InTER Programme, Department of Psychology, University of Lancaster, Lancaster LA1 4YF, United Kingdom (single copy) free).

*Instructional Effectiveness; *Mathematics Instruction; Pilot Projects; *Statistics; Student Attitudes; *Teleconferencing
IDENTIFIERS- Athabasca University AB; *Telewriting

An audioteleconferencing system enhanced with a microcomputer-based telewriting system was used for the delivery of an introductory statistics course designed for home study which was offered by Athabasca University. From the instructor's point of view, the telewriter system made supporting the delivery of the statistics course much easier and more convenient than was possible by using either the telephone or teleconferencing alone. However, a number of technical problems with the telewriter system were cited by all students as a major problem throughout the project. Instructionally, the students were dissatisfied with the lecture style of presentation used by the instructor and with the rate of pacing used to cover the course content. Students particularly questioned the reproduction of material given in the text and student manual. In fact, many felt that they could progress as well reading the material on their own, at home, and to a large degree this would account for the substantial fall-off in attendance at sessions at the six study sites, and the termination of the course with a 67% completion rate. Students indicated that two of their initial expectations for the course--personal contact with the instructor and personal contact with other students--were not met. Possible explanations for the overall negative assessments of this course include a negative reaction to the instructor and the associated instructional style, the technical problems experienced, and the nature of the subject matter. (7 references) (GL)

ED 321 760 IR 014 529

Orr, Cornelia S.; And Others
Integrating Computers into the Curriculum: A Formative Evaluation.
PUB DATE- Nov 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Tallahassee, FL, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Oriented Programs; *Cooperative Learning; Elementary Education; Formative Evaluation; *Integrated Curriculum; Interviews; Learner Controlled Instruction; *Learning Centers (Classroom); Observation;

creation and editing; (5) select an automated library system with the ability to output records in MARC format; and (6) document changes in database creation practices, procedures, and policies. (5 references) (MES)

ED 321 774 IR 053 305

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1989. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1989.
ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 89p.; For the 1988 bibliography, see ED 308 881.
CONTRACT- RI89002001
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; *State of the Art Reviews
IDENTIFIERS- *Educational Information; *ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 256 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1989. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1989) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8)

of administrators, faculty and, in some cases, students. In most cases, the results and recommendations of the committees were presented to the college at large and to the board of trustees. Colleges described the objectives of general education as the development of a breadth of knowledge and an understanding of the different modes of inquiry and expression within the basic fields of humanities, social and behavioral sciences, and natural sciences. To fulfill these objectives, all colleges required a distribution of coursework in the arts/humanities, social/behavioral sciences, and natural sciences. Based on college responses, nine recommendations were developed, concerning the continuation of the general education reviews, closer collaboration with universities, the further development of assessment and tracking systems, follow-up studies, and the identification of resource needs. (WJT)

ED 321 787 JC 900 336

Report on Illinois Public Community College Foundations.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jun 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Donors; Financial Support; *Fund Raising; *Governing Boards; *Philanthropic Foundations; Private Financial Support; Questionnaires; School Funds; State Surveys; Two Year Colleges
IDENTIFIERS- *Illinois

At the request of the Illinois Community College Board's (ICCB's) Committee on Foundations, the ICCB surveyed the state's public community college district to determine the purposes, resources, and activities of the colleges' foundations. The study found that all of the community college districts, except one, have foundations to assist them in maintaining, developing, supporting, increasing, and extending their facilities, services, and programs. Other survey findings included the following: (1) the foundations had an average of 22 board members, who were usually selected by nomination and/or election; (2) the colleges estimated that their foundations generated a total of $9.1 million in resources during fiscal year 1989; (3) on an individual foundation basis, resources design, and instructional development; (2) DACUM model development and refinement; (3) personnel development; (4) Resource Center organization and operation; (5) response to technical committee requirements and initiatives; and (6) personnel and administrative support. Documentary inquiries, surveys, and interviews resulted in quantitative and qualitative data from administrators, facilitators, and faculty as well as the Center staff. All of Maryland's community colleges participated in phase I training--chart development, with nearly all (93%) completing phase II training--curriculum planning, and with some (40%) continuing into phase III training--instructional development. Surveys of the three phases of DACUM indicated that they were all considered very effective, especially phase III which was the focus of the most recent research and development. The strengths of the program included aspects of both the training process and its content, represented by such items as on-site support and mentoring, and the overview and presentation of DACUM principles and process. Areas for further development included program development and institutional impact and support. Five recommendations were developed to support expanded service delivery, selected application development, and publication production. Appendixes provide the evaluation design and protocols, documentary inquiry data, survey data, and interview data. (JMC)

ED 321 800 JC 900 389

Carraway, Cassandra Todd
A Search for Leadership. Leadership: What Does It Mean?
PUB DATE- 30 Jul 90
NOTE- 34p.; Graduate Seminar Paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Characteristics; Administrator Effectiveness; College Administration; Higher Education; *Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Styles; *Leadership Training; Mentors; Organizational Effectiveness; Participative Decision Making

Over the years, researchers have defined "leadership" in myriad ways. On the whole, they have found that there are various kinds of leadership, that leadership works in many ways, and that it has

Utah State Office of Education, Salt Lake City.
PUB DATE- Aug 89
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; Curriculum Development; Educational Assessment; Elementary Secondary Education; Enrollment; Governance; National Surveys; Nontraditional Education; Participant Satisfaction; *Public Schools; *School Choice; *School Restructuring; State Programs; State Surveys
IDENTIFIERS- *Utah

An analysis of the development of diverse educational programs based on a common curriculum core is the purpose of this paper. After an overview of the major kinds of option/choice programs, a study of educational options in Utah and the United States is described. Three research methodologies were used to collect data: a statewide survey on current Utah school choice programs; a national survey of programs in the remaining 49 states; and a literature database search. The state survey involved telephone interviews with head administrators of 53 sites participating in school choice programs. Information was gathered about the type of program, student participation, cost equity, governance, and respondent satisfaction and attitudes. The national survey entailed telephone interviews with various program specialists in each state, resulting in a state-by-state catalogue and cost analysis of current school choice programs. Results point to the high level of interest in school option programs in Utah and across the nation; the difficulty in developing reliable cost information; and the impact on logistics, curriculum, and students. Findings indicate that public school choice presents a way in which restructuring from the bottom up can be achieved. Tables and figures present survey results, and appendices include a list of Utah respondent organizations, an annotated bibliography, and examples of other states' policies and promotion. (LMI)

ED 321 410 EA 022 070

Nishi, Shannon
Class Size: The Issue for Policy Makers in the State of Utah.
Utah State Office of Education, Salt Lake City.
PUB DATE- Jan 90
NOTE- 90p.

ED 321 426   EC 222 013

LeBlanc, Patty Barker
Utilizing Evaluation Feedback in the Expansion of a Program for Handicapped LEP Students.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, March, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; *Disabilities; Elementary Secondary Education; English (Second Language); Instructional Materials; *Language Handicaps; *Limited English Speaking; Material Development; Parent Education; *Program Evaluation; Staff Development; Student Placement
IDENTIFIERS- External Evaluation; *Florida (Orange County)

This paper reports on the external evaluation of a project to expand existing services in the Orange County (Florida) school district to handicapped students with limited English proficiency (LEP). Major goals of the project include development, demonstration, and packaging of methods, procedures, and materials for identifying, placing, and instructing LEP students; and developing, demonstrating, and packaging personnel and parent training components. The evaluation design consisted of a process evaluation to assess the extent to which the project achieved its objectives during the first 2 years and a product evaluation to assess student performance. Feedback from use of an evaluator checklist resulted in more efficient use of classroom time through increased time on task, broader use of teacher aides, and greater use of the second language. Attachments include a program evaluation checklist, a policy on providing exceptional education services to LEP students, other administrative forms, and eight figures. (PB)

ED 321 427   EC 222 033

Assessing the Language Difficulties of Hispanic Bilingual Students. Abstract 23: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Elementary Secondary Education; Family Involvement; *Federal Legislation; *Federal State Relationship; Infants; Technology; *Therapy; Young Children
IDENTIFIERS- *Medicare Catastrophic Coverage Act 1988; Technology Dependence; *Technology Related Assistance Individ Disabil Act

The booklet describes the provisions and the significance of two laws which provide technology services or devices for persons with disabilities: Public Law 100-407, the Technology Related Assistance for Individuals with Disabilities Act of 1988; and Public Law 100-360, the Medicare Catastrophic Coverage Act. The first authorizes federal funds to states which show how they will plan and develop consumer-responsive comprehensive statewide programs of technology-related assistance for individuals with disabilities. Definitions of key terms such as "assistive technology device" are given, as is information on the process of applying for a state grant, and components of eligible state programs. Suggestions are given to families regarding the law's provisions in the areas of: assessing needs, providing devices and services, disseminating information, training and technical assistance, assisting support groups, setting up model service delivery systems, coordinating public awareness, and providing access to information. The second law provides services to Medicaid-eligible infants and children including speech pathology and audiology, psychological services, physical and occupational therapy, and medical counseling and services. Among suggestions to families are ensuring that state Medicaid plans include lists of eligible services. (DB)

ED 321 442 EC 231 562

Condry, Sandra
A Literature Review of Topics Concerning Children Who Are Technology-Supported and Their Families.
Kansas Univ., Lawrence. Beach Center on Families and Disability.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 83p.
AVAILABLE FROM- Assistant Director, Beach Center on Families and Disability, 4138 Haworth Hall, Lawrence, KS 66045 ($5.00).

educational issues, and community living. Information is also provided on services of the National Center for Youth with Disabilities as well as addresses and phone numbers of six other information sources on youth with disabilities. (DB)

ED 321 457 EC 231 577

Weinberg, Warren A.; Emslie, Graham J.
Attention Deficit Hyperactivity Disorder: The Differential Diagnosis.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Feb 90
NOTE- 42p.; Paper presented at the Annual Conference of the Learning Disabilities Association of America (Anaheim, CA, February 21-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Disorders; *Clinical Diagnosis; Depression (Psychology); Elementary Secondary Education; Emotional Disturbances; Handicap Identification; *Hyperactivity; Learning Disabilities; *Medical Evaluation; Multiple Disabilities
IDENTIFIERS- *Differential Diagnosis

This paper presents information on the diagnostic criteria and management of disorders that may be wrongly identified as Attention Deficit Hyperactivity Disorder (ADHD) or may coexist with ADHD thus complicating identification and treatment. The disorders discussed are: depression, mania, primary disorder of vigilance, narcolepsy, developmental specific learning disorders, conduct disorders, and acquired neurological deficits. The introduction briefly reviews the history of ADHD identification and treatment. A study in which 100 referred children (ages 3 to 17) were systematically examined found ADHD criteria were met in 63 of the children but only four had ADHD alone. Forty of the children had both developmental specific learning disorders and depression as well as ADHD. Two longitudinal studies reporting relationships between hyperactivity and depression and between learning disability, depression, and ADHD are also briefly reported. Each of the other disorders is discussed including criteria for diagnosis, course of the disorder, biological correlates, the presence of concurrent disorders, and treatment approaches. It is noted that methylphenidate and

ED 321 472 EC 231 593

Sato-Viacrucis, Kiyo
The Evolution of the Snellen E to the Blackbird. (Blackbird Preschool Vision Screening Program).
PUB DATE- Nov 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Handicap Identification; *Preschool Children; Preschool Education; *Screening Tests; *Vision Tests; *Visual Impairments
IDENTIFIERS- *Blackbird Vision Screening System; *Snellen Test

Comparison of a variety of vision screening methods used with preschool children led to modification of the standard Snellen E test called the Blackbird Vision Screening System. An instructional story using an "E-bird" was developed to teach children the various possible positions of the E. The visual confusion caused by the chart was eliminated by printing single symbols on 9X9 test cards. Other adaptations included designing disposable cardboard eyeglasses with flip-out lenses to serve as an occluder for one eye and the development of the Blackbird Storybook Home Eye Test to help identify vision problems, especially amblyopia, in children not in a preschool program providing vision screening. With the new test 99% of children ages 3 to 5 are able to be screened. A brochure describing and illustrating the screening test materials is attached. (DB)

ED 321 473 EC 231 594

Thompson, Marie
Management of Birth to Three Hearing-Impaired Infants and Their Families.
PUB DATE- Nov 89
NOTE- 90p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (St. Louis, MO, November 17-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

pacing. Specific ways to provide flexible pacing include continuous progress, compacted courses, advanced-level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination. Includes 15 references. (DB)

ED 321 488 EC 231 809

Jones, Geoffrey
Personal Computers Help Gifted Students Work Smart. ERIC Digest #E483.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-2
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; Computer Assisted Instruction; *Computer Uses in Education; *Educational Needs; Elementary Secondary Education; *Gifted; Microcomputers; *Questioning Techniques; Simulation; Student Educational Objectives; Student Needs
IDENTIFIERS- ERIC Digests

This digest considers the role of personal computers in the education of gifted students. There is evidence that students are working "smarter," whether they are learning and using more information, understanding key concepts and relationships better, or developing higher level thinking skills. Research findings concerning the specific instructional needs of gifted and talented students are listed. The computer is seen as an idea engine for such students. Although educational uses in computer-assisted instruction, student-developed computer simulations, and programming are recognized, the computer's greatest power is seen to lie in the quality of questions students can ask and attempt to answer. The impact of a nationwide program to encourage students to formulate good questions for a supercomputer is reported.

A rationale is offered for including life skills in curricula for students with special needs. Life skills are defined as encompassing daily living, personal/social, and occupational skills. Daily living skills include: managing personal finances, selecting and managing a household, caring for personal needs, safety awareness, preparing and consuming food, buying and caring for clothing, exhibiting responsible citizenship, using recreational facilities and engaging in leisure activities, and getting around the community. Personal/social skills encompass: achieving self-awareness, acquiring self-confidence, achieving socially responsible behavior, maintaining good interpersonal skills, achieving independence, achieving problem-solving skills, and communicating with others. Occupational skills focus on: knowing and exploring occupational options; selecting and planning occupational choices; exhibiting appropriate work habits and behavior; seeking, securing, and maintaining employment; exhibiting sufficient physical and manual skills; and obtaining specific occupational skills. Schools can require that each student with learning problems achieve these life skills prior to graduation. Three references and five suggested readings are listed. (JDD)

ED 321 503　　　　　　　　EC 231 824

Pinkerton, Dianna
Extended School Year (ESY). ERIC Digest #E471.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-12
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Delivery Systems; *Disabilities; Educational Practices;

nature of living accommodations, courses taught by foreigners, other professional services, materials and facilities, teacher/student/faculty relationships, and specific strengths and weaknesses. An extensive list of professional source materials is also included. (MSE)

ED 321 517 FL 018 469

Bierschenk, Bernhard
The Idealized World: A Problem of Semantics.
Lund Univ. (Sweden). Dept. of Psychology.
REPORT NO.- 31
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Concept Formation; *Language Processing; Linguistic Theory; Metalinguistics; *Semantics; *Syntax

Previous cognitive science research demonstrates how the Agent-action-Objective (AaO) paradigm controls the cognitive processes of differentiation and integration. The present discussion advances the process to the fourth of five phases. Of the four dependent variables emerging at this stage, two are discussed: zero processing and variations in form. A short introduction provides some of the basics governing the process. Discussion of the variables begins with some arguments put forward in cognitive science. In agreement with general conviction, symbol processing results in strings of symbols or sentences on which operations such as addition, deletion, and insertion can be performed according to formally defined rules. By propositional knowledge, statements about the world, and by truth conditions, meaning of symbolic expression is defined. However, meaning (semantics) is not bound to a linguistic context of interpretation. Meaning denotes the knowledge system underlying various approaches to natural language processing. A system's semantics represents the constructor's world view, but also a theory of how it is organized to enable disambiguation of strings of symbols. Consequently, the conceptual base is constructed within formally different boundaries compared to the linguistic base, and the semantic principle cuts across the linguistic/non-linguistic dimension. Implications of this approach to semantic interpretation are discussed. (Author/MSE)

ED 321 533 FL 018 619

Condon, Sherri; Kehler, Andrew
An X-Bar Account of Noun-Noun Modification.
PUB DATE- 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (64th, Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; Deep Structure; *English; *Generative Grammar; Language Research; Linguistic Theory; *Nouns; *Phrase Structure; *Structural Analysis (Linguistics)

Structures in which nouns modify nouns have raised questions about the form and functioning of generative grammars. By applying and extending Jackendoff's X-bar theory of phrase structure, the syntactic properties of two types of pre-noun modifiers, adjectives and nouns, can be examined. X-bar analysis correctly predicts many features of noun-noun modification structures. It appears that all of the salient properties of adjectives in the attributive position are shared by nouns in the pre-noun position, and that the predictions of the X-bar theory regarding the order of subcategorized modifiers and restrictive modifiers hold in noun-noun modification structures. (JL)

ED 321 534 FL 018 620

Berney, Tomi D.; Lista, Carlos A.
Content Area Bilingual Education: Project CABE 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 24p.
GRANT- G008635463
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Federal Programs; *Limited English Speaking; *Native

frequently used in the home. (Author/JL)

ED 321 549 FL 018 637

Selinker, Larry
Papers in Interlanguage. Occasional Papers No. 44.
Southeast Asian Ministers of Education Organization (Singapore). Regional Language Centre.
PUB DATE- Jan 88
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Contrastive Linguistics; Discourse Analysis; Foreign Countries; French; Immersion Programs; *Interlanguage; Language Acquisition; Language Research; *Linguistic Theory; Morphology (Languages); Second Language Instruction; Second Language Learning; Semantics; Syntax; *Transfer of Training
IDENTIFIERS- Asia (Southeast); *Fossilized Language; Lado (Robert)

Six papers on interlanguage are presented. The first, "Language Transfer," experimentally tests Robert Lado's contrastive analysis principles on the transfer of language skills to second language acquisition. The second paper, called "Interlanguage," builds on this work in discussing the structured nature of interlanguage and autonomous material found in interlanguage that is in neither the native nor the target language. The third paper, "The Interlanguage Hypothesis Extended to Children," reports on data gathered in a Toronto French immersion program, showing that, at least in some settings, it is plausible to infer that young children do form interlanguages. The paper called "Systematicity/Variability and Stability/Instability in Interlanguage Systems" addresses a number of issues concerning variation in interlanguages, based on variable data from morphology, syntax, and semantics. The fifth paper, "Two Perspectives on Fossilization in Interlanguage Learning," looks at the "strong" and "weak" conceptions of fossilized language that argue for or against the inevitability of fossilization, and the potential for teaching communication under these conditions. The last paper, "Researching the Discourse Domains View of Interlanguage," summarizes recent work in this field, focusing, to some degree, on the application of discourse analysis to Southeast Asian languages and language instruction. A list of 142 references

in using English to ask and answer questions and to listen and comprehend details. Students' attention span and interest also appear to improve. Role-playing and additional discussion are seen as potentially beneficial with this approach. (MSE)

ED 321 563   FL 018 684

Gillespie, Junetta
The Role of Television as an Aid in Foreign Language Teaching.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- TR-LLL-T-3-81
PUB DATE- Oct 81
NOTE- 21p.
AVAILABLE FROM- Language Learning Laboratory, University of Illinois, G70 Foreign Languages Building, 707 S. Mathews, Urbana, IL 61801.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Classroom Techniques; Educational Television; English (Second Language); German; Grammar; Higher Education; *Language Skills; *Learning Motivation; Listening Comprehension; Literature Appreciation; Nonverbal Communication; Pronunciation Instruction; Second Language Instruction; *Second Language Learning; Skill Development; Spanish; *Television
IDENTIFIERS- American University DC; University of California Santa Barbara; University of Illinois; University of Minnesota

Written from the perspective that the technology available for language study can be better used, a discussion of television use in second language instruction looks at imaginative uses of the medium for a variety of instructional purposes. The first section identifies opportunities for the use of television, including: as a motivator; in teaching grammar and composition; in listening comprehension practice; in conversation practice; in pronunciation practice; for teaching literature; and for teaching nonverbal elements of communication (context, kinesics, and culture). Examples of specific classroom activities used successfully are offered, often with support in language teaching theory. The second section describes exemplary approaches to televised language instruction for German, English (second language), and Spanish instruction at universities around the United States, including the University of California at Santa Barbara, the University of Minnesota, American University, and the University of Illinois. A

ED 321 578 FL 018 716

Chen, Guo-Ming
Intercultural Communication Competence: Some Perspectives of Research.
PUB DATE- Apr 90
NOTE- 44p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, PA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *Cultural Awareness; *Culture Conflict; *Intercultural Communication; *Language Research; Literature Reviews

A discussion of intercultural communicative competence (ICC) conceptualizes ICC based on a review of the literature, details its major components and related propositions, and considers problems in and prospects for, the study of ICC. The literature of both intercultural communication and of communicative competence are examined for commonalities, themes, and conceptual problems. Research on components of ICC is seen as derived from the following perspectives: personality strength; comunication skills; psychological adaptation; and cultural awareness. Eleven propositions and related theorems concerning ICC are outlined. Three challenges presented in the study of ICC are noted. The first of these is the increasing sophistication of its conceptualization and its confusions with the definition of "competence." The second challenge is the operationalization of ICC (what and how to measure). The last challenge concerns how many elements individuals must possess in order to be considered "competent": scholars need to investigate whether the degree of ICC is affected by the number of competent elements or by some other measure. It is concluded that while still very new, the study of ICC is critical to the modern world. (MSE)

ED 321 579 FL 018 717

Djiwandono, M. Soenardi
Developing Indonesian Language Tests for College Graduates.

checks payable to the University of Massachusetts/Boston).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Curriculum Development; Curriculum Guides; *English (Second Language); *Family Programs; *Literacy Education; Program Development; Program Implementation; Second Language Instruction
IDENTIFIERS- *Family Literacy; *Participatory Curriculum

This book is an account of the development and implementation of the University of Massachusetts English Family Literacy Project, presented as a curriculum guide for others who may be involved in developing English-as-a-Second-Language and family literacy programs for immigrants and refugees. An introductory section describes the program, the process of writing the guide, and the intended audience and purpose of the guide, and offers questions and guidelines for group discussion of curriculum content and related issues. The guide is designed and recommended for use by a group rather than by individuals. Subsequent chapters address the following topics: (1) what constitutes family literacy; (2) the participatory approach to curriculum development; (3) determining program structure; (4) examining the process that occurs within the classroom; (5) involving students in the process of uncovering themes and issues as an integral part of classroom interaction (6) developing curriculum around themes using a variety of techniques, procedures, and activities; (7) using literacy to address real issues and make changes in the social context through collective effort; and (8) determining what counts as student progress. A list of over 130 resources is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 594 FL 800 142

Dissertation Abstracts, 1971-1987. The Center for International Education.

Massachusetts Univ., Amherst. Center for International Education.
PUB DATE- Jan 87
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)

vocational education, cross-cultural education, and/or language acquisition. The manual covers a comprehensive range of topics, including the following: (1) issues related to training; (2) legislative mandates; (3) LEP Student identification; (4) cross cultural awareness; and (5) curriculum and instruction. This guide is intended for use as a training tool to assist programs in improving LEP employment and vocational training services. An annotated bibliography of LEP vocational training materials is appended. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 608 FL 800 165

Macias, Reynaldo F.
Latino Illiteracy in the United States.
Tomas Rivera Center, Claremont, CA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 1 Aug 88
NOTE- 56p.; This project was funded by the Inter-University Program/Social Science Research Council Competition on Public Policy and Latinos.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *English (Second Language); Ethnic Groups; *Hispanic Americans; *Illiteracy; Immigrants; Income; *Literacy; *National Surveys; *Spanish; Spanish Speaking; Statistical Surveys
IDENTIFIERS- *Latinos

This report presents a statistical profile of Latino literacy in the United States based on a secondary analysis of the 1976 Survey of Income and Education, the 1979 National Chicano Survey, and the 1980 Census. Overall illiteracy in English for the Hispanic population was 14.7 percent, but the rate varied when the population was broken down by country of origin from 7.8 percent for ethnic Cubans to 18.5 percent for ethnic Mexicans. Rates of illiteracy were higher for immigrants, for older individuals, and for Spanish monolinguals. Illiteracy varied from state to state and steadily decreased as personal income increased. Little difference in literacy was noted between sexes. Illiteracy was found to be the result of school failure in educating Latinos, especially those born in the United States. It is suggested that four areas of concern--language acquisition, barriers to acquisition, adolescent and adult illiteracy, and English literacy requirements--should be

ED 321 622 FL 800 267

Blanton, Linda
Talking Adult ESL Students into Writing: Building on Oral Fluency To Promote Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-LE-90-05
PUB DATE- Aug 90
NOTE- 4p.
CONTRACT- RI89166001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Students; College Students; *English (Second Language); Higher Education; *Language Fluency; *Literacy; *Oral Language; Teaching Methods; *Written Language
IDENTIFIERS- ERIC Digests

In English-as-a-Second-Language (ESL) classes at the college level, students are often enrolled who have a high degree of oral fluency, but little proficiency in reading or writing. Developmental ESL students need a solid start toward "inventing" themselves as readers and writers. One method of teaching ESL students to write is to build on their level of oral fluency. Situations can be created in the classroom where students collaborate as partners by sharing their personal histories aloud. After students have discussed their broadly focused personal histories, they narrow the focus to one specific aspect (e.g., a childhood memory). Students are encouraged to take notes during the talking and listening phase of their work. This helps them make the transition from the oral to the written phase of their work, and enables students to understand how texts are created on the basis of personal significance. Writers narrow and organize their material on the basis of what is significant to them. Likewise, readers/listeners focus on areas they find to be significant. Within this approach, students begin to make connections between writing and reading that they did not make before. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

Van Dyke, Gary

Construction Services at Northern Arizona University.

American Association of State Colleges and Universities, Washington, D.C.; Northern Arizona Univ., Flagstaff.
PUB DATE- 90
NOTE- 7p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 655-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; *College Buildings; Compliance (Legal); *Computer Oriented Programs; *Construction Management; Construction Programs; Costs; *Facility Improvement; Higher Education; Occupational Safety and Health; Program Administration; Program Descriptions; Scheduling; State Legislation; *State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Northern Arizona University

Construction Services is an innovative response to a chronic construction-remodeling problem at Northern Arizona State University. It is an in-house facilities maintenance department designed to address a variety of needs: prevention of construction or remodeling done by individual staff or faculty members without regard for applicable codes; prevention of resultant loss of continuity in overall planning due to inaccurate knowledge of existing facilities; and prevention of frequent delays in having remodeling work done through several individual departments rather than one. Staff includes a supervisor, two estimators, a computer assistant, a field supervisor, two lead people, and 15 other staff members. Emphasis is on customer satisfaction. The process begins with a call or work order, followed by a site inspection and estimate, or bids by outside contractors, required by law if the estimate is for over $10,000. Estimates are computer-driven and require 20-30 minutes to enter and print. Once data are entered, the program can generate up to 14 reports, including a materials list, scheduling goals, and final billing information. Followup is with a phone call with 5 to 7 working days to track the status of authorization. Acquisition of materials, daily progress audits, and billing follow. The program has been highly successful. Contains four references. (MSE)

and the resulting faculty development program are described. Section 1 outlines the conditions from which the effort emerged, all supporting a climate in which mediocre teaching appeared to be the norm: changes in the student population, steadily increasing pressure on faculty for disciplinary specialization and publication, and lack of systematic preparation for college teaching. The effects of these conditions on faculty at the university before 1985 are described and task force activities from 1985-88 are reviewed briefly. The results of the activities include a reaffirmation of the centrality of teaching in the university's mission, increased respect among faculty for their colleagues, and increased collegiality, decreased criticism, and an increase in cross-disciplinary support teams. In addition, the institution has begun to gain a reputation for understanding and promoting teaching excellence. Finally, guidelines are offered for successfully adapting the program to other settings, including working from a base of scholarship, beginning with an interdisciplinary group of committed teachers, identifying special leadership skills, providing financial support and freedom from constraints, using strengths, sustaining faculty ownership, and modeling effective teaching in all sponsored activities. Contains two references. (Author/MSE)

ED 321 649 HE 023 667

Carr, Rebecca; Rockingham, Constance
Rape and Sexual Abuse Care Center Model Program.
American Association of State Colleges and Universities, Washington, D.C.; Southern Illinois Univ., Edwardsville.
SPONS. AGENCY- Illinois State Dept. of Children and Family Services, Springfield.; Illinois State Office of the Attorney General, Springfield.
PUB DATE- 90
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677. Also funded by the Illinois Coalition against Sexual Assault and United Way.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

include: "Strategic Information Planning in a Higher Educational Institute" (Doug Dunwoody, Sheila Newel, and Terry Smith); "Transformation: Information Technology and the Community College" (Dorothy J. Hopkin and S. Alan McCord); "Implementing a Campus Computing Plan" (Michael D. Richards, Chandler Whitelaw, and Glen Pryor); "A Case of Successful Integration of Technology in a Liberal Arts Environment through an Integrated Voice and Data Network" (Richard A. Detweiler); "The Best Laid Plans...An Implementation Retrospective" (James I. Penrod and Michael G. Dolence); "Planning for Information Resource Management at the University of Pennsylvania: Searching for a New Paradigm" (Karen Miselis and Daniel A Updegrove); and "Academic Departmental Administrative Computing Vison for the 1990s" (John A. Bielec and Sukij Yongpiyakul). Most papers are preceded by an abstract and include references. (DB)

ED 321 662 HE 023 680

Managing Information Technology: Facing the Issues. Track II: Funding and Accountability Issues.
CAUSE, Boulder, Colo.
PUB DATE- 90
NOTE- 78p.; In: Managing Information Technology: Facing the Issues. Proceedings of the 1989 CAUSE National Conference; see HE 023 678.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (entire proceedings only: $45.00 members, $75.00 non-members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Administration; Checklists; *Computers; Computer Software; *Computer Uses in Education; *Financial Support; Higher Education; Information Management; Information Systems; Institutional Advancement; Long Range Planning; Program Implementation; *Technological Advancement
IDENTIFIERS- Ball State University IN; *CAUSE National Conference; Massachusetts Institute of Technology; Stanford University CA; University of Arkansas; University of New Hampshire; University of Western Ontario (Canada)

Eight papers making up Track II of the 1989 conference of the Professional Association for the Management of Information Technology in Higher Education (known as CAUSE, an acronym for the improve outcomes; interact with people (including staff); and participate in other cultivation/solicitation activities. Contains 18 references. (GLR)

ED 321 676 HE 023 694

Terkla, Dawn Geronimo; Pagano, Marian F.
The Impact of Financial Aid on Student Satisfaction. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancillary School Services; *College Graduates; Educational Quality; Higher Education; Paying for College; *Satisfaction; *Student Attitudes; *Student Financial Aid
IDENTIFIERS- *AIR Forum; *Tufts University MA

A survey was conducted of the graduating class of 1989 at Massachusetts' Tufts University to examine the relationship between the receipt of financial aid and levels of student satisfaction with various aspects and services at Tufts University. The following questions were explored: (1) Do aid recipients' evaluations of university services differ from those of non-aid recipients? (2) Does the level of student indebtedness impact satisfaction? (3) Do women and men view their college experiences differently? Receipt of financial aid did not have a major impact in students' levels of satisfaction with the university. Analysis of the relationships between the types of aid students received and their levels of satisfaction with the university yielded only modest differences. Women were found to be more satisfied with their overall undergraduate education and were more critical of the curricular and academic environment than their male counterparts. Later analyses showed no differences between the aided and non-aided groups when considering their future plans to donate money to the university as they are able. Contains nine references. (GLR)

Advancement
IDENTIFIERS- *AIR Forum; Europe

This paper examines the new demands made by industries' human resource management for retraining of their employees to meet the consequences of technological change and what this means in terms of the content of educational programs and new markets for educational institutions. Some joint ventures between educational institutions and industry in Europe that have attempted to bring some solutions to these problems are reviewed. Changes in the climate of education institutions, cover the changes seen in the climate of educational institutions, changes in the economy and labor market, the market for further education and the problems involved in attempting to enter that market are discussed. The question of educational institutions changing their attitudes toward retraining is also discussed, and examples of practical initiatives by individual institutions and companies are cited. Contains eight references. (GLR)

ED 321 692 HE 023 710

Lyddon, Jan W.; Prince, Henry
Michigan Education Trust: Characteristics of First- and Second-Round Enrollees in a State Tuition Prepayment Plan. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; Higher Education; Parent Financial Contribution; *Paying for College; Politics of Education; *Profiles; *Program Evaluation; School Choice; State Schools; *Tuition
IDENTIFIERS- *AIR Forum; *Michigan Education Trust

A study of the Michigan Education Trust (MET) advance tuition prepayment plan was conducted to generate a demographic profile of current MET enrollees, compare the profile with that of the general population on certain characteristics, and identify any shifts in participant patterns from the first and second rounds of enrollment. Study findings showed that participants tended to reside in suburban areas, with a heavy concentration in southeast

Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrative Policy; *Donors; Educational Finance; *Ethics; *Fund Raising; Higher Education; Institutional Advancement; Models; Motivation; *Private Financial Support; Private Schools; Public Education; Research Needs; Trend Analysis
IDENTIFIERS- ERIC Digests

This digest summarizes issues raised in a research report on fund raising in higher education. The following questions are addressed: What are the changes and trends since the early days of educational fund raising? What are the implications? What is known about spending? What is known about donor behavior? What are the major ethical issues? What are the practical implications? and Where should future research focus? Among trend changes noted is the expansion of fund raising from independent colleges to public institutions, the replacement of the notion of charity by that of philanthropy, and the changing place of fund raising from a peripheral to a central institutional activity. A consistent association between dollars spent on fund raising and results of fund raising is noted, and it is suggested that internal rather than cross-institutional comparisons should be used for determining optimum spending levels. Research on donor behavior is seen to favor exchange models over models of altruism. Ethical issues are identified concerning provision of information to donors, knowing which gifts to refuse, and determining obligations of fund raisers. Practical suggestions are made to institutions (e.g., they should consider sources of private support strategically) and suggestions are made to professional associations and foundations (e.g., they should support institutions in shaping their fund raising to reflect demographic changes). It is recommended that additional research address spending and the effectiveness of fund raising, consistency of college mission, and formation of alumni donors' attitudes. Includes four references. (DB)

ED 321 706 HE 023 724

Brittingham, Barbara E.; Pezzullo, Thomas R.
The Campus Green: Fund Raising in Higher Education. ASHE-ERIC Higher

State's governance of 31 licensed professions. It covers the duties, responsibilities, authority, and working relationships of the 20 State Boards and the 12 Executive Secretaries, who under the Board of Regents and the State Education Department govern these professions. Topics considered include Board membership, activities of the State Boards, and Executive Secretaries and State Board Offices. A chapter on Board administration covers such topics as meetings, bylaws, fiscal affairs, relations with professional organizations, communications, policy, liability, and the Professional Assistance Program. Guidelines for payment of honoraria are given in a separate chapter. Six appendixes provide information on the following: professional regulation in New York State, professions licensed or certified by the Board of Regents, alignment of responsibilities, composition of State Boards, functions of the State Board Offices, and the professional disciplinary process in New York. (DB)

ED 321 719 HE 023 751

Undergraduate College Financing in New York State. A Report of the New York State Augmentation of the 1987 National Postsecondary Student Aid Survey. Executive Summary.
New York State Education Dept., Albany. Bureau of Postsecondary Research and Information Systems.
PUB DATE- 90
NOTE- 25p.; For the full report, see HE 023 752.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Choice; Grants; Higher Education; Parent Financial Contribution; *Paying for College; *Postsecondary Education; State Surveys; *Student Costs; Student Employment; *Student Financial Aid; Student Loan Programs; Undergraduate Study
IDENTIFIERS- *New York

The report summarizes a 1987 survey of over 8,000 New York State postsecondary students designed to determine how these students and their families finance postsecondary education costs. Highlights of the study are grouped under the categories of college costs, financial aid, total resources, and equity, access and choice. Among major findings are the following: college costs among full-time undergraduates averaged $6,530; 64% of all undergraduates

Bailey, Bruce; Harman, Wade
Computer Generated Optical Illusions: A Teaching and Research Tool.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Higher Education; Psychological Studies; *Psychology; Undergraduate Students; *Visual Perception
IDENTIFIERS- *Optical Illusions; *Ponzo Illusion

Interactive computer-generated simulations that highlight psychological principles were investigated in this study in which 33 female and 19 male undergraduate college student volunteers of median age 21 matched line and circle sizes in six variations of Ponzo's illusion. Prior to working with the illusions, data were collected based on subjects' responses to control stimuli. Next, subjects were given two blocks of trials with the six illusions in each block. The first block presented each illusion once according to a random sequence without providing feedback as to the subject's accuracy. The second block presented the same illusions, but visual feedback was given as to the degree of deviation that existed following the subject's indication that the target and comparison figures were of equal size. Sex differences for accuracy of response were obtained, but overall significance by sex across all illusions was only borderline. Filled illusions had a greater effect compared to unfilled illusions. Both individually and averaged across conditions, line illusions caused higher error rates than circle illusions. Accuracy of response was not associated with time spent manipulating the comparison figures. In comparing the feedback to the nonfeedback condition, transfer of training effects were obtained. These results indicate that a microcomputer is uniquely suited for the development of the type of simulations examined in the study. (16 references) (Author/GL)

ED 321 733　　　　　IR 014 491

Hunter, Beverly
Computer-Mediated Communications Support for Teacher Collaborations: Researching New Contexts for Both Learning and Teaching.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Simulation; *Computer Software Development; *Courseware; Foreign Countries; Higher Education; Models; *Trainin
IDENTIFIERS- Great Britain

This paper describes a project which aims to create an authoring environment for simulation-based training in order to illustrate features necessary for: (1) an environment which can be used by teachers/trainers with minimum technical skills; (2) rapid prototyping by all courseware producers; (3) and tools for model building. The paper begins with a section summarizing results of an earlier survey of commercial and educational producers of computer-based training materials. The second section outlines training, authoring, delivery, and development requirements for simulation courseware, and the third section lists overall project requirements. The fourth section describes the current phase of the project, i.e., the production of a demonstration toolkit. Requirements for prototype courseware are summarized in the fifth section, including general requirements, courseware functionality, and assumptions. The sixth section presents prototype model requirements, covering general requirements, typical model components, and the nature of required models. The seventh section lists demonstration phase toolkit requirements, including general requirements, modelling tools, and authoring and learner interface tools. General, modelling, and authoring requirements not addressed by the demonstrator phase are discussed in the eighth section. The appendix includes a description of two courseware products to be produced in the demonstration phase and a list of the abstract properties of model objects. (MES)

ED 321 747 IR 014 514

Boots, Maureen, Comp.
Research in Progress--Update April 1990. Occasional Paper InTER/14/90.
Economic and Social Research Council, Lancaster (England).; Lancaste Univ. (England). Dept. of Psychology.
PUB DATE- Apr 90
NOTE- 44p.; A product of the Information Technology in Education Research Programme.
AVAILABLE FROM- ESRC InTER Programme, Department of Psychology,

Questionnaires; *Team Teaching
IDENTIFIERS- Active Learning; Learner Centered Instruction; *Okaloosa County Schools FL; *Volusia County Schools FL

This report describes the formative evaluation of Project CHILD (Computers Helping Instruction and Learning Development), a project that: (1) integrates computer technology into the curriculum areas of reading, language arts, and mathematics, and (2) includes primary (K-2) and intermediate grade (3-5) learning-center clusters taught by collaborative teams of three teachers specializing in different subject areas. A description of the two program sites--Volusia County and Okaloosa County school districts in Florida--is followed by an outline of the essential components of the project, its goals and objectives, and its philosophical and theoretical foundations, highlighting the project's focus on opportunities for active learning, shared responsibility and learner control, cooperation, and fair competition. The four phases of the comprehensive evaluation plan--development, initial implementation or formative evaluation, continued implementation and summative evaluation, and dissemination--are described. The results presented are based on: (1) classroom observations and teacher meetings; (2) interviews involving administrators and teachers; (3) teachers' journals; (4) the nominal group technique (conducted during teacher retreats); (5) surveys of teachers, principals, and parents; (6) parent feedback (collected during meetings with parents); and (7) student performance analysis. Findings are summarized and 11 issues concerning components of the project are addressed. The report concludes with recommendations concerning teacher journals, the use of teacher aides and other volunteers, planning time and time management, availability of materials and supplies, student work station utilization, reporting to parents, and program continuation. (18 references) (GL)

ED 321 761   IR 014 530

McNeil, Barbara J.; Nelson, Karyn R.
Meta-Analysis of Interactive Video Instruction: A 10 Year Review of Achievement Effects.
PUB DATE- 24 May 90
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement; Effect Size; *Group Instruction;

Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)

ED 321 775 IR 053 316

Burke, Michael A.

Distance Education and the Changing Role of the Library Media Specialist.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-937597-27-9

PUB DATE- 89

NOTE- 96p.

CONTRACT- RI88062008

AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-85, $6.00 plus $1.50 for shipping and handling).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Distance Education; *Educational Technology; Elementary Secondary Education; *Futures (of Society); *Learning Resources Centers; *Library Role; *Media Specialists; School Libraries

IDENTIFIERS- Wisconsin

This monograph looks at the need for distance education technology as a result of demographic and socioeconomic changes and examines the role of the school library media program in facilitating the changes in education resulting from the utilization of distance education technology. The first section presents the mission of the school library media program as envisioned in guidelines for generated ranged from $25,500 to $1.1 million, with an average of $216,564 per foundation; (4) in addition to cash revenues, the colleges estimated that the foundations received $1,157,000 worth of donated items in fiscal year 1989; (5) the major types of events sponsored by the foundations during 1989 were general campaigns to solicit money (through telephone, mail, or other direct contact solicitations), sporting events to raise money, and fund- and friend-raising dinners or luncheons; (6) the most successful and rewarding foundation activities were scholarships, awards, and recognition programs; and (7) the most frequently given suggestion for enhancing foundations was greater selectivity in choosing foundation board members. Appendixes include the survey instrument, a list of Illinois community college foundations, and suggestions for foundation improvement. (WJT)

ED 321 788　　　　JC 900 341

Couch, Jacqualine
Adapted Computer Studies: A Grossmont Community College Program.
Grossmont Coll., El Cajon, Calif.
PUB DATE- 18 Oct 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Computer Graphics; *Computer Literacy; *Computer Science Education; Computer Software; *Disabilities; *Individualized Education Programs; *Mainstreaming; *Special Needs Students; Transitional Programs; Two Year Colleges

The Adapted Computer Studies Program for the Disabled at Grossmont College was developed with the following objectives: (1) to provide the disabled students with essential computer skills and a support system enabling them to mainstream into the regular college classroom; (2) to provide the students with a tool that will enable them to transfer to a four-year institution or obtain employment in a computer-related field; (3) to help organizations evaluate a disabled student's potential in a computer-related field; and (4) to provide instructional staff with a supportive environment for involved mainstreamed disabled students. The program involves a four-semester plan in which each student's course of study is individualized. By the fourth week of each semester, the instructor will develop with each student an Individualized Education Plan (IEP). First-semester students begin with activities using the distinctive requirements and processes. Leadership does not result merely from individual traits, but also involves attributes of the transaction between those who lead, those who follow, and situational variables. Transforming leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morale. A study of the most effective college presidents found that exemplary educational leaders relied on respect rather than popularity, worked longer hours, made decisions more easily and confided less in other presidents than did their counterparts. Five attributes emerge which define transformational leaders: influence; people orientation; motivation; values; and vision. The development of good leadership qualities requires good communication, promoting mutual rewards between leaders and followers, handling power with care, learning to make decisions, becoming a positive force, and articulating a winning mission. Mentoring programs can also help to strengthen leadership by linking experienced administrators with those who are interested in learning new skills. A leader competency checklist is appended. (JMC)

ED 321 801　　　　　　　　　JC 900 390

Kaikai, Septimus M.; Kaikai, Regina E.
Chairpersons as Promoters of Community Service.
Catonsville Community Coll., Md.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *College Role; Community Colleges; Community Influence; Community Programs; *Department Heads; Financial Services; Legal Aid; Program Descriptions; *School Community Relationship; *School Involvement; Social Responsibility; Student Volunteers; Two Year Colleges; *Volunteers

Discussions about the social responsibility of businesses have led to questions about the social responsibility of academic institutions. As governmental support of community activities appears to be lessening, activities by educational institutions in support of local communities becomes more essential. New developments in the linkage between school and community have

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Class Size; Elementary Secondary Education; Enrollment; Enrollment Trends; *Meta Analysis; School Demography; Teacher Morale; *Teacher Student Ratio
IDENTIFIERS- *Utah

A review of literature on class size is the purpose of this report. Included are a summary of four meta analyses (Robinson and Wittebols 1986), (Cone 1978), and (Glass and Smith 1978 and 1979); a discussion of research methodologies; recommendations for policy makers; and alternative strategies for class size reduction. Appendices present information on the relationship between achievement and class size, cluster analysis summaries, Utah demographics, and a set of bibliographies that contain more than 350 entries. (LMI)

ED 321 411 EA 022 072

Critical Tasks: A Handbook for School Principals.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 86
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Administrator Guides; *Administrator Responsibility; Administrator Role; Curriculum Development; Elementary Secondary Education; Instructional Leadership; *Leadership Responsibility; Leadership Training; Long Range Planning; Policy Formation; *Principals; *School Supervision; Student Evaluation
IDENTIFIERS- *Arkansas

Specific training materials are presented in this handbook to help principals accomplish five critical tasks: which include preparation of an annual school improvement plan; supervision of student discipline; management of student activities; supervision of course content guides; and student evaluation. A section module on each task includes an overview, specific guidelines, a summary,

Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Aug 89
NOTE- 8p.
CONTRACT- RI88062007
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingual Students; Cultural Differences; Diagnostic Tests; Elementary Secondary Education; *Evaluation Methods; *Handicap Identification; Hispanic Americans; *Language Handicaps; *Language Tests; Research Needs; Student Evaluation; Test Bias; Testing Problems

This research summary identifies major factors affecting the validity of language assessments in bilingual students. The four factors include: (1) determining which language is dominant and in which language the child should be tested; (2) recognizing that bilingual children may use language in a way that is qualitatively different from that of monolingual children; (3) recognizing the influence of cultural differences and the local environment; and (4) overcoming the insufficiencies of existing diagnostic instruments. Literature-based recommendations for selecting a battery of language assessments are offered, and research needs are listed. A 35-item bibliography on assessing language disorders in bilingual students accompanies the research summary. (JDD)

ED 321 428 EC 230 002

Birnbaum, Barry W.
Increasing Organizational Skills and Homework Productivity with Ninth Grade Emotionally Handicapped and Regular Students.
PUB DATE- Jul 89
NOTE- 78p.; Ed.D. Practicum, Nova Univesity.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Assignments; *Emotional Disturbances; English

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Assistive Devices (for Disabled); Caregivers; Child Rearing; *Chronic Illness; Definitions; Demography; Elementary Secondary Education; Etiology; Family Problems; Family School Relationship; *Individual Characteristics; Insurance; Nursing; Parent Child Relationship; *Physical Disabilities; Research Needs; Respite Care; Siblings; Spouses
IDENTIFIERS- *Technology Dependence; *Ventilator Dependence

This literature review focuses on the characteristics of children who are technology supported and on the experiences of families who have undertaken home care of such children. It presents information on: (1) medical, cognitive, physical, and socio-emotional characteristics of the children; (2) experiences within the family; and (3) family interactions with agencies and persons outside of the family. Definitions of "technology support" and "chronic illness" are provided. The nature and purposes of technology support (i.e., ventilators, intravenous nutrition, and long-term intravenous drug therapy) are discussed, as are the organicity/etiology of conditions creating technology dependence and prevalence estimates. Among other topics covered are demographics (age, gender, and ethnicities), duration of ventilator-dependence, prognosis, hospitalization, demographics of families, socio-emotional characteristics of families, parent-child relations, child rearing, spousal relationships, sibling relationships, extended family relationships, family interactions with medical/human services, model home care programs, home nursing care, a Model Day Care Facility for Children who are Technology-Supported, barriers to home care, family interactions with the educational system, school absenteeism, barriers to integration, family experiences with insurance/financing, family relationships with the community, and implications for research. Contains 88 references. (DB)

ED 321 443 EC 231 563

Petr, Christopher G.
Forging Alliances with Protection and Advocacy Systems: A Training Manual for Parents of Children with Emotional Disorders.
Kansas Univ., Lawrence. Beach Center on Families and Disability.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

pemoline, often prescribed for children doing poorly in school, can decrease hypomanic symptoms and improve vigilance but worsen or induce depression. Prognosis for children and adolescents with primary affective illness is reported to be good with appropriate management. Includes 84 references. (DB)

ED 321 458 EC 231 578

Hersh, Susan B.
Observing Special and Regular Education Classrooms.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Classroom Observation Techniques; Elementary Secondary Education; Evaluation Methods; Interaction Process Analysis; *Learning Disabilities; Measurement Techniques; *Teacher Student Relationship

The paper describes an observation instrument originally developed as a research tool to assess both the special setting and the regular classroom. The instrument can also be used in determining appropriate placement for students with learning disabilities and for programming the transfer of skills learned in the special setting to the regular classroom. The instrument measures: teacher task statements, student compliance, direction (to the individual or the group) of task statements, response type required by the student, type of task statement, and teacher consequence following student response. After a discussion of the theoretical framework, the observation instrument is detailed, and a pilot study using the instrument to code classroom video tapes is reported. Analysis of pilot study results indicated two areas of difference between special and regular settings--the type of responses. Includes 20 references. (DB)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Training; Check Lists; Communication Skills; Curriculum; Developmental Stages; *Early Intervention; Evaluation Methods; *Hearingimpairments; Home Programs; *Infants; Interdisciplinary Approach; Language Acquisition; Parent Education; *Preschool Education; *Program Development; *Toddlers; Transitional Programs
IDENTIFIERS- Individualized Family Service Plan

The paper addresses the development of early intervention programs with hearing impaired infants and toddlers and their families. It stresses the importance of working cooperatively with parents, the multidisciplinary approach, appropriate assessment of both child and family, appropriate intervention including monitoring of progress, and assistance in the transition from early childhood programs to regular school programs. Assessment is discussed in terms of initial and ongoing assessment, assessment of general development, of language, of cognition, of audition, and weekly monitoring. Checklists of expected performance at various ages are provided. Intervention is considered next with sections on home-based, center-based, and combination programs; curriculum; the Individualized Family Service Plan (IFSP); auditory training; communication; language; parent trainers; counselor role; and transitioning. Characteristics of a model program for this population include involving the entire family, developing an IFSP for each family, assessing and monitoring growth, providing a support system for the family, providing a curriculum for each family, and empowering parents through education and support. Appended are objectives and recording forms for auditory training. Includes 14 references. (DB)

ED 321 474 EC 231 595

Budget Review and Analysis of the Special Education Program. A Report to the Governor and the Legislature of the State of Hawaii. Report No. 89-6.
Hawaii State Office of the Legislative Auditor, Honolulu.
PUB DATE- Jan 89
NOTE- 58p.; Agency responses (p41-55) of poor legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Recommendations include: encouraging experimentation and individual learning styles; structuring experience to help students develop strengths and overcome weaknesses; and promoting interpersonal relationships through computers. Includes eight references. (DB)

ED 321 489 EC 231 810

Torrance, E. Paul; Goff, Kathy
Fostering Academic Creativity in Gifted Students. ERIC Digest #E484.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-3
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Child Rearing; *Creative Development; *Creativity; Elementary Secondary Education; *Gifted; Individual Differences; Individual Needs; Parent Attitudes; *Parent Child Relationship; Student Needs; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests

This digest describes academic creativity and offers suggestions for its development in gifted students. Creative learning and learning by authority are contrasted and examples of each are given. The naturally creative behavior of young children is noted. Among suggestions offered to teachers are: respect the unusual questions of children; show children that their ideas have value by listening and considering them; and provide chances for children to learn and discover without threats of immediate evaluation. Among suggestions offered to parents are: provide opportunities for creative expression, problem solving, and constructive response to change and stress; find creative ways to resolve conflicts between family members; and ensure that every family member receives individual attention and respect. Noted are ways adults can kill creativity in children, by insisting that children do things the "right way"; making comparisons with other children; and discouraging children's curiosity. Includes 14 references or other

Elementary Secondary Education; Eligibility; *Extended School Year; Models; Student Needs
IDENTIFIERS- ERIC Digests

This digest defines the term "extended school year" (ESY) and notes the issues of regression and recoupment which have led to development of ESY services for students with disabilities. The digest then provides answers to the following questions: (1) When is ESY needed? (2) How is eligibility for ESY determined? (3) What are some factors that could mandate a need for ESY? (4) What other factors may be considered in offering an ESY program? and (5) What types of delivery models are available? Includes 13 references. (JDD)

ED 321 504 EC 231 825

Children with Communication Disorders. ERIC Digest #E470 (Revised #419).
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-13
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Communication Disorders; Educational Practices; Elementary Secondary Education; Incidence; *Student Characteristics; *Student Needs
IDENTIFIERS- ERIC Digests

This digest defines the term "communication disorders," states prevalence rates for the condition, describes characteristics of children with communication disorders, and outlines educational implications. Thirteen publications on communication disorders and six organizational resources are listed. (JDD)

ED 321 518 FL 018 529

Lempert, Henrietta
Animacy Constraints on Acquisition of the Passive: Evidence from Comprehension after Production Training with Animate vs. Inanimate Patients.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Kansas City, MO, April 1989).
GRANT- 410-08-1268; 410-85-0068
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; *Listening Comprehension; Measures (Individuals); *Sentence Structure; Young Children
IDENTIFIERS- *Animacy; *Passive Voice

Many researchers now believe that the representations and processes underlying syntactical development are specific to a "language faculty." If so, reference animacy would not be expected to influence acquisition of linguistic structures such as the passive sentence construction. Specifically, children should be comparably able to acquire the passive sentence construction from animate (A) patient instances (e.g., "the baby was picked up by the clown") and static inanimate (SI) patient instances (e.g., "the book was picked up by the clown"). After tests for comprehension of semantically reversible passives, 52 children aged 2.6 to 4.8 years repeated a passive sentence description of A-patient drawings; 51 children aged 2.10 to 5.3 years received descriptions of SI-patient drawings. In post-teaching, all described animate agent drawings, counterbalanced for animate and inanimate patients. Then 45 A-patient and 45 SI-patient children were retested for comprehension. Mean comprehension increased significantly only in A-patient children. Also, more A-patient children than SI-patient children "knew" word order relations for passives in post-teaching production tests. Findings indicate that the conceptual distinctions that children make between animate and inanimate beings can constrain language learning, and imply that language acquisition can not be fully understood in terms of the functioning

Language Instruction; Parent Participation; Program Descriptions; *Program Evaluation; Second Language Learning; Spanish Speaking; Staff Development
IDENTIFIERS- *Content Area Teaching; Language Assessment Battery; *Project CABE NY

Project CABE (Content Area Bilingual Education) offered instruction in English as a Second Language (ESL) and Native Language Arts (NLA) to 823 limited English proficient Spanish-Speaking students in grades 1 through 9 in 34 schools in Manhattan, Brooklyn, and Queens (New York). All students were two or more years below level in mathematics and reading. Language skills development was provided through the content area subjects of mathematics, science and social studies. Career and vocational subjects were infused into the ESL, NLA, and content area curricula. Project CABE also provided resources to encourage staff development and parental involvement. Seventy-two percent of the students for whom pre- and post-test data on the Language Assessment Battery were available showed a gain in scores, indicating that the project fulfilled its English-as-a-Second-Language goals. The program's three components--classroom support services, Second Language Acquisition Centers and other staff development/parental participation activities were successfully implemented. Principals and teachers expressed satisfaction with the program. It was concluded that, based on findings of the evaluation, the project should investigate modifying objectives so that they are pertinent to the target population and can be easily evaluated. (Author/JL)

ED 321 535 FL 018 621

Nelson, Gayle L.
International Teaching Assistants: A Review of Research.
PUB DATE- 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Foreign Students; Higher Education; *Intercultural Communication; *Pronunciation; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Assistants; Teaching Methods; *Teaching Skills

is included. (MSE)

ED 321 550 FL 018 644

Nunan, David
Second Language Classroom Research. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-89-09
PUB DATE- May 90
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Research; *Language Research; *Language Teachers; Research Methodology; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- ERIC Digests

The purpose of second (or foreign) language classroom research is to answer important questions about the learning and teaching of foreign languages. This kind of research collects data from genuine language classrooms or from experimental settings sometimes established to replicate what takes place in the classroom. Classroom research can focus on teachers or learners, or on the interaction between the two. Four traditions have been identified as methods employed in classroom research. These include: (1) psychometric studies; (2) interaction analysis; (3) discourse analysis; and (4) interaction analysis. Because the language classroom is specifically designed to facilitate language learning, it seems logical that more research should be carried out there. More research is needed that focuses specifically on what does and does not take place in the language classroom. (VWL)

ED 321 551 FL 018 645

third section outlines possible delivery systems for televised materials. Further classroom research on the use of video technology in language teaching is recommended. (MSE)

ED 321 564 FL 018 685

Katz, Rima; Ralston, Martha
From the Classroom to the Real World: Listening Attack Strategies.
PUB DATE- Mar 90
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Techniques; *English (Second Language); Listening Comprehension; *Listening Skills; *Second Language Instruction; Second Language Learning; Skill Development; Teacher Developed Materials; Transfer of Training

In providing listening instruction in English as a Second Language, it is important to know the learner's listening needs and to match them to instruction as closely as possible. Important needs to consider are survival, tourism, social interaction, academic, business, vocational, and pleasure. Also of critical importance is the knowledge of the developmental stages through which students pass when learning to comprehend native speakers of English, including: stream of sound; isolated word recognition; phrase/formula recognition; clause/sentence recognition; and extended speech recognition. The types of listening tasks useful in developing student abilities at each of these stages must be analyzed, and the target skills needed to function in English should be identified. It is the acquisition of the 50+ micro-skills needed by a fluent listener that should be the goal when instructing students. Many teaching strategies have arisen from this theoretical background to aid the learner in the acquisition of target skills. Teachers can use several common task types, including matching/distinguishing, transferring, transcribing, scanning, extending, condensing, answering questions, and predicting. Previously prepared and teacher-prepared print, music, and video materials can be used and adapted for different skills and levels, and listening instruction can be integrated with development of other language skills. (MSE)

PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Regional Seminar of the Regional Language Centre (Singapore, April 9-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cloze Procedure; *College Faculty; Comparative Analysis; Foreign Countries; Graduate Students; Grammar; Higher Education; *Indonesian; *Language Tests; Multiple Choice Tests; Official Languages; *Test Construction; Test Validity; Writing Tests
IDENTIFIERS- Indonesia

In Indonesia, Bahasa Indonesian (BI) is the designated national and official language. However, deficiencies in Indonesian proficiency are found in a wide range of individuals. A test battery to measure proficiency level was developed, consisting of a writing test, a grammar test, and a cloze test. The writing test was an essay, in which five components were assessed, namely, content, organization, vocabulary, language, and mechanics. The grammar test was a 50-item multiple-choice instrument measuring practical grammatical usage. The cloze test, developed as a possible alternative to the others, had a multiple-choice format. Three brief passages had words deleted at regular intervals. Subjects tested were 103 graduate students and 10 college lecturers. On the writing test, the graduate students' scores ranged from "poor" to "good," while the lecturers' scores were mostly in the "good" range. The test was found to be reliable and valid. Grammar test results showed a wide range of scores, with similar results from graduate students and lecturers. Areas for test improvement were identified. Cloze test scores, while higher than grammar test scores, showed similar patterns. Comparison of the results revealed the lowest correlation between writing and grammar tests, and the highest correlation between grammar and cloze tests. (MSE)

ED 321 580 FL 018 718

Saka, Paul
The Meaning of Proper Names.
PUB DATE- Dec 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

DESCRIPTORS- *Adult Basic Education; Area Studies; Black Colleges; College Role; Curriculum Design; *Developing Nations; Disabilities; Doctoral Dissertations; Educational Change; Educational Policy; Educational Television; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Higher Education; Instructional Materials; *Literacy Education; *Nonformal Education; Peace; Program Design; Public Policy; Relevance (Education); School Role; Social Change; Student Characteristics; Teacher Education

This publication includes abstracts of all dissertations written by members of the Center for International Education at the University of Massachusetts since its inception in 1969. The Center offers training at the master's and doctoral levels in third world development education and nonformal education. The dissertations are based on work throughout the developing world. Many have evolved from field experience in projects sponsored by the Center in Ecuador, Ghana, Lesotho, and Indonesia. Abstracts are presented in approximately chronological order, and are indexed by author and subject. Topics covered include educational and curricular alternatives, teacher training, instructional methods, rural nonformal education, the role of the black college in international education, educational relevance, adult literacy instruction, area studies materials, self-help schools, characteristics of nonformal educators, black studies, higher education and social responsibility, characteristics of educated populations, peace education, educational television, educational reform, humanism, essentialism, teaching individuals with disabilities, self-concept and cultural change, educational policy, education for development, cross-cultural teacher training, counseling, secondary school students, bilingual desegregation, education and employment, instructional materials, program design, refugees, learning styles, lifelong education, ethnicity, and educational policy. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 595 FL 800 143

Special Amnesty Issue.
Teachers of English to Speakers of Other Languages.
PUB DATE- Jan 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *English (Second Language);

stressed as a framework for developing a long-term, comprehensive policy research and analysis agenda. An extensive bibliography is included. (JL)

ED 321 609 FL 800 169

Pima County Adult Education Workplace Literacy Project Materials Developed January 1989-March 1990.

Pima County Adult Education, Tucson, AZ.

PUB DATE- 90

NOTE- 48p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Literacy; Curriculum Guides; *English (Second Language); Grammar; *Instructional Materials; Lesson Plans; *Literacy Education; Needs Assessment; Student Evaluation; Teacher Evaluation; Testing; Vocabulary; *Vocational English (Second Language)

IDENTIFIERS- *Workplace Literacy

Materials relevant to English-as-a-Second-Language (ESL) workplace or vocational literacy education are presented. These materials include: curriculum guides tailored to meet the particular needs of workers in various vocational settings (geriatric centers, a university physical resources department, an aircraft company, manufacturing plants, food service establishment, etc.); a grammar and vocabulary list of terms and phrases relevant to particular jobs; lesson plans designed to teach specific skills and competencies (calling in sick, reporting a problem, distinguishing verb tenses, etc.); sample pre- and post-tests for student ESL assessment; and student evaluation forms. Also included are: a needs assessment questionnaire that allows educators to determine what skills should be taught in particular locations, a selection of course and instructor evaluation materials, and samples of recruitment/publicity flyers. These materials are not aimed at a specific language minority group. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 623 FL 800 268

Spanos, George; Smith, Jennifer J.
Closed Captioned Television for Adult LEP Literacy Learners. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-LE-90-04
PUB DATE- Aug 90
NOTE- 4p.
CONTRACT- RI89166001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Students; *Captions; Elementary Education; *English (Second Language); Instructional Materials; *Limited English Speaking; *Literacy Education; Teaching Methods; *Television
IDENTIFIERS- *Closed Captioned Television; ERIC Digests

Closed captioning is the process by which audio portions of television programs are transcribed into words that appear on the television screen at the same time as the program. This digest focuses on using closed captioned television for teaching limited-English-speaking literacy learners, and looks at: (1) the educational uses of closed captioned television (CCTV); (2) CCTV for English-as-a-Second-Language (ESL) elementary students as well as adult students; and (3) the identification, selection, and adaptation of CCTV for materials for use with adult ESL literacy learners. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 624 FL 800 269

Weinstein-Shr, Gail

Meredith, Larry D.
Project Engage.
American Association of State Colleges and Universities, Washington, D.C.; Edinboro Univ. of Pennsylvania.
PUB DATE- 90
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Advance Organizers; *After School Programs; College Entrance Examinations; Community Involvement; Community Resources; Costs; Counseling Services; *Disadvantaged Youth; Elementary Secondary Education; Enrichment Activities; Higher Education; Institutional Cooperation; *Minority Groups; Program Descriptions; Remedial Instruction; State Universities; *Summer Programs; Tutorial Programs; Volunteers; *Weekend Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Edinboro University of Pennsylvania

Project Engage is an after-school, weekend, and summer educational program geared toward minority and disadvantaged students to increase the number of these students seeking postsecondary education from the Erie, Pennsylvania area. It is funded mainly through Edinboro University of Pennsylvania, whose administration is strongly committed to increasing minority and disadvantaged students enrollment at the university, and by the City of Erie Housing Authority, the Erie School District, and the Greater Erie Community Action Committee. The program's fourth-year budget totaled $21,978. Staffing is provided by minority teachers from the Erie School District. Delta Sigma Theta Sorority, Erie Alumnae Chapter, provides staff support. The psychology and elementary education departments have served the program at various times. The university's Student Affairs Division has provided staff support for the summer programs. Administrative support is provided by the John F. Kennedy Center, a multi-purpose center in Erie. Project Engage is composed of several functions, including preparation for taking the Scholastic Aptitude Test, tutorial assistance, cultural enrichment, counseling, summer remedial instruction, and a residential summer camp. While results have been difficult to measure, the program is seen to fill a local need. (MSE)

DESCRIPTORS- Advocacy; Child Abuse; *Clinics; College Students; Community Centers; Counseling Services; Field Experience Programs; Health Services; Higher Education; Information Centers; Professional Education; Program Descriptions; *Rape; Referral; *Sexual Abuse; State Universities; *Student Personnel Services; Volunteers

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Southern Illinois University Edwardsville

A unit within the Division of Student Affairs at Southern Illinois University at Edwardsville is described. The Rape and Sexual Abuse Care Center has existed for 12 years, providing services to traditional and nontraditional students and community residents. The three programs at the center, the adult sexual assault program, the child sexual assault program, and the public education and awareness program, provide students and residents with comprehensive clinical and educational services. Services consist of information and referral, assessment, counseling and advocacy, public education, and professional training. Volunteer and practica opportunities are available. As a community-based program, funding is generated from a variety of local and state resources. The annual provision of clinical services to nearly 1,000 individuals and educational services to 3,000 individuals support the need for the center and its importance to the university and community. (Author/MSE)

ED 321 650 HE 023 668

Rockingham, Constance

Student Leadership Development Program.

American Association of State Colleges and Universities, Washington, D.C.; Southern Illinois Univ., Edwardsville.

PUB DATE- 90

NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; Graduate Students; Higher Education; *Leadership Training; Learning Modules; Mentors; Program association's former name) are presented in this document. The focus of Track II is on funding and accountability issues, and the papers include: "A Checklist for Institutional Information Support" (Gerald W. McLaughlin and Richard D. Howard); "Colleges and Universities as a Market for Administrative Application Software" (panel discussion); "Institutional Governance: An Albatross or a Gold Mine?" (Sandra M. Statham); "Administrative Computing at Stanford: What Didn't Work and What Might" (Frederick M. Biedenweg and Catherine A. Gardner); "An Intensive Approach to Application Enhancement" (Donald E. Heller); "Aligning University Goals with Information System Strategies--Smoke and Mirrors?" (Dennis L. Kramer and Richard C. McKee); "Managing Computer Support Costs through Effective User Training: Lessons Learned at the University of New Hampshire" (Betty Le Compagnon and John F. Leydon); and "Method for Planning Administrative Information Systems Development" (Dale Bent and William Enright). (DB)

ED 321 663 HE 023 681

Managing Information Technology: Facing the Issues. Track III: Organization and Personnel Issues.
CAUSE, Boulder, Colo.
PUB DATE- 90
NOTE- 66p.; In: Managing Information Technology: Facing the Issues. Proceedings of the 1989 CAUSE National Conference; see HE 023 678.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (entire proceedings only: $45.00 members, $75.00 non-members.)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Communication (Thought Transfer); *Computer Uses in Education; Equipment; Higher Education; *Information Systems; Interdisciplinary Approach; Library Administration; Maintenance; *Organizational Development; Personnel; Staff Development; Student Records; *Technological Advancement
IDENTIFIERS- *CAUSE National Conference; Florida Atlantic University; Loyola University IL; University of British Columbia (Canada); University of Nebraska Lincoln; Virginia Polytechnic Inst and State Univ

Seven papers making up Track III of the 1989 conference of the

ED 321 677 HE 023 695

Duckwall, Julia M.; And Others
Approaches to Learning by Undergraduate Students: A Longitudinal Study. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; Achievement Need; Bachelors Degrees; *Cognitive Style; *College Freshmen; Curriculum; Degrees (Academic); Higher Education; Learning Readiness; Longitudinal Studies; Medical Education; Prediction; State Universities; *Student Evaluation; Student Motivation; Study Skills
IDENTIFIERS- *AIR Forum; *University of Missouri Kansas City

One hundred freshmen students at the University of Missouri-Kansas City (UMKC) School of Medicine were surveyed using the Lancaster Approaches to Studying Inventory to determine if the success of students at a highly selective combined baccalaureate/MD degree program is affected by their different approaches to learning. Analysis of the survey results indicated that the learning styles of students from this combined-degree school tend to be similar to the learning styles of students from other baccalaureate degree programs in medicine. It appeared that there were some relationships between approaches to learning and success in the program, and that this association between learning styles and success was related to gender differences. Among the implications presented was the observation that if learning styles are consistently related to student success at the subject, semester, or program level, then the results must be discussed with students so they can succeed in the program. Contains 21 references. (GLR)

ED 321 678 HE 023 696

Aquino, Felix J.
A Typology of Community College Student Behaviors: Defining Student Success and Student Failure. AIR 1990 Annual Forum Paper.

Mighican, particularly Oakland County; that they had annual family incomes over $40,000; and that the ages of the beneficiaries ranged from 0 to 12 years. The majority of the contracts purchased were for four years of tuition. The first year of the MET program showed considerable numbers of contract purchases (40,476); the second year had fewer contract purchases (8,902). Achievement of program goals were as follows: (1) the program reached mostly higher income families, not the middle-income group targeted; (2) the geographic dispersion hoped for was not met; (3) the goal of doing something for young children was met; (4) the goal--or assumption--that most contracts bought would be for four years despite pricing differences was partially met; and (5) the goal of improving school achievement is not currently measurable. Contains 21 references. (GLR)

ED 321 693 HE 023 711

Pritchett, Mark S.
Environmental Scanning in Support of Planning and Decision Making: Case Studies at Selected Institutions of Higher Education. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 50p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Colleges; Decision Making; Higher Education; *Information Utilization; Institutional Environment; Institutional Research; Planning; *Research Design; Universities
IDENTIFIERS- *AIR Forum; *Environmental Scanning

This paper presents a comprehensive case analysis of formal environmental scanning processes in three different institutions of higher education. The study focuses on how environmental scanning activities are organized and used to support institutional planning and decision-making. Special emphasis is placed on describing how environmental circumstances influenced the development of the environmental scanning process and analyzing how environmental scanning information is utilized within various institutional sectors. The research questions addressed at the case study sites are: (1) What events and circumstances led to the development of the environmental scanning process at the case site? (2) How is the

Education Report 1.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Council for Advancement and Support of Education, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-9623882-8-9
PUB DATE- 90
NOTE- 146p.; For a digest of this document, see HE 023 723. This report is a special cooperative project between the Council for Advancement and Support of Education (CASE) and the ERIC Clearinghouse on Higher Education.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($17.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrative Policy; *Donors; Educational Finance; *Ethics; *Fund Raising; Higher Education; History; Institutional Advancement; Models; Motivation; *Private Financial Support; Private Schools; Public Education; Research Needs; Trend Analysis

This report reviews the research on fund raising in higher education in the United States. It considers such questions as: What are the costs of fund raising? What is known of donor motivation? and What is the connection between successful intercollegiate athletics and successful fund raising? Research findings indicating the consistent association between dollars spent on fund raising and results of fund raising, and the preference of exchange models over models of altruism in understanding donor motivation are noted. The first section of the report looks at the American tradition of private philanthropy by considering annual alumni funds, charitable gifts from business gains and professional fund raising and fund-raiser organizations. Institutional effectiveness, policies, and programs are examined next, and this is followed by a brief consideration of organization and costs in the third section. Donor behavior and motivation are discussed in the fourth section, which takes up the issues of modeling donor behavior and predicting alumni giving donor behavior in relation to tax incentives and economics, the effect on donor behavior of intercollegiate athletics, and corporations and foundations as donors. In the fifth section, ethics and values in fund raising are considered in sub-sections on institutional priorities, sharing information with donors, refusing a gift, and obligations of fund raisers. The final section provides analysis, discusses implications, and offers recommendations. Contains about

received some financial aid (compared to 47% nationally); students from middle income families were more likely to borrow than were students from either lower or higher income families; parents covered a large portion of all college expenses; approximately 75% of high school graduates attended a postsecondary institution soon after graduation in the state. Data supporting the findings are presented in narrative, graphic, and tabular formats. Data are presented for the following categories: college costs, financial aid, who gets financial aid, how families pay for college costs, expected vs. actual family contribution, student employment, parental savings, equity and access, and choice. (DB)

ED 321 720   HE 023 752

Undergraduate College Financing in New York State. A Report of the New York State Augmentation of the 1987 National Postsecondary Student Aid Survey.

New York State Education Dept., Albany. Bureau of Postsecondary Research and Information Systems.

PUB DATE- 90
NOTE- 114p.; For an executive summary, see HE 023 751.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Choice; Grants; Higher Education; Parent Financial Contribution; *Paying for College; *Postsecondary Education; State Surveys; *Student Costs; Student Employment; *Student Financial Aid; Student Loan Programs; Undergraduate Study
IDENTIFIERS- *New York

The report presents findings of a 1987 survey of 8,062 postsecondary students designed to determine how New York State students and their families finance postsecondary education costs. Among major findings are the following: college costs among full-time undergraduates averaged $6,530; 64% of all undergraduates received some financial aid (compared to 47% nationally); students from middle income families were more likely to borrow than were students from either lower or higher income families; parents covered a large portion of all college expenses; approximately 75% of high school graduates attended a postsecondary institution soon after graduation in the state. An introductory chapter describes the survey and sample. Chapter II looks at the New York

PUB DATE- 16 Apr 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Cooperative Planning; Elementary Secondary Education; Research Needs; *Social Networks; *Teachers
IDENTIFIERS- *Computer Mediated Communication; *Teacher Collaboration

After providing examples of the use of computer-mediated communications networks such as Kids Network, Project INSITE, and Project Earth Lab to create real-world contexts for student learning, this paper notes that teacher learning and collaboration has been a secondary issue. It is argued that the urgency of such national efforts as school restructuring and pedagogical reform, combined with increasing accessibility of computer-based communications, creates both the need and the opportunity for research on teacher collaborations via networks. Theoretical and practical approaches to this research are outlined. The most effective networks, it is noted, are likely to be those that are designed to support a shared vision of the collaborative social and organizational reality desired by and for teachers and educational communities. (20 references) (GL)

ED 321 734 IR 014 493

Computers and Data Processing. Subject Bibliography.
United States Government Printing Office, Washington, D.C.
REPORT NO.- SB-051
PUB DATE- 24 Aug 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Assisted Instruction; *Computer Networks; *Computers; *Computer Software; *Data Processing; Desktop Publishing; Government Publications; *Information Technology; *Programing; Standards; Telecommunications; Use Studies
IDENTIFIERS- Computer Crimes; *Computer Security

This annotated bibliography of U.S. Government publications

University of Lancaster, Lancaster LA1 4YF, United Kingdom (single copy) free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Artificial Intelligence; *Computer Assisted Instruction; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; *Research Projects
IDENTIFIERS- Great Britain

This document contains abstracts of 29 research projects in progress in Great Britain divided into six sections: (1) the current phase of Information Technology in Education Research (InTER) programs on groupwork with computers, tools for exploratory learning, conceptual change in science, and bubble dialogue as an ethnographic research tool; (2) projects supported by other agencies on computer-aided learning in music, computer testing of musical ability, effects of gender and interaction in computer-based learning, computer models of reading and spelling, computer-supported collaborative learning in physics, a computer-based program for mathematics teachers, the gap between arithmetical and algebraic thinking, computers in the secondary school curriculum, and information technology and training; (3) Economic and Social Research Council Linked Research Students projects on a knowledge-based approach to question answering in online systems and the design of knowledge-based advisers for learning; (4) Training Agency projects on supporting technology across the curriculum, whole school development in information technology, computer-based modelling, information technology-based open learning, authoring environments for simulation, and the DISTIL survey; (5) Developing European Learning through Technological Advance (DELTA) projects on a knowledge-based authoring facility, European cooperation in technology-based education, and student model acquisition in a natural laboratory; and (6) updates of InTER projects on the design of the Writer's Assistant and characteristics of human search procedures. (MES)

ED 321 748 IR 014 515

Reid-Smith, Edward R.
Results of a Survey of Residential Schools Held by Riverina College, September 1980. Occasional Papers No. 1.
Riverina Coll. of Advanced Education, Wagga Wagga, New South Wales

*Instructional Effectiveness; *Interactive Video; *Learner Controlled Instruction; Meta Analysis

Sixty-three studies which investigated cognitive achievement effects following interactive video (IV) instruction were integrated through a meta-analysis technique. Overall, mean achievement effect for IV was .530 (corrected for outliers), indicating that IV is an effective form of instruction. The effect is similar to that of computer-assisted instruction. A test of homogeneity on effect sizes revealed that they were not homogeneous. Failure to account for more variance in the models by independent variables analyzed in this study indicates that cognitive achievement from IV is influenced by a myriad of variables (including the nature of the instructional content, environmental factors, instructional methods, features of the learning materials, and characteristics of the learner) that are difficult or impossible to account for in a single meta-analysis. Results revealed that differences in program effectiveness favoring group instruction may be explained by factors such as decisions made by the teacher relative to the amount of practice, the extent and kind of feedback, and the nature of remediation procedures. Moreover, program-controlled IV appeared to be more effective than learner-controlled IV. The 63 studies included in the analysis are cited, and data are presented in six tables. (41 references) (Author/GL)

ED 321 762 IR 014 531

Grant, Martha B.; Cambre, Marjorie A.

Research on Teachers' Characteristics in Relation to a Cognitive-Learning Based Interactive Videodisc System.

PUB DATE- 19 Apr 90

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Interactive Video; Intermediate Grades; Interviews; Learner Controlled Instruction; Observation; Pilot Projects; Questionnaires; *Teacher Characteristics; *Teaching Styles; Technological Literacy; *Technology Transfer

IDENTIFIERS- Myers Briggs Type Indicator; *Technological Adaptabilit library media specialists published by two national professional organizations in 1988; discusses four challenges inherent in that mission; and gives examples of current responses to these challenges. Section 2 deals with changes in demographics that the educational system needs to address as the year 2000 is approached, and the third section provides a synopsis of the use of distance education technology and how it is being used to address the changing needs of students and staff. Section 4 reviews how school districts in northeastern Wisconsin are using distance education technology to enhance learning opportunities for students and the community and to expand opportunities for staff development, staff communication, and resource sharing. Sections 5 and 6 deal with the role of the library media specialist in integrating distance education programming into elementary and secondary education. A map of instructional television sites in Wisconsin and a Satellite Educational Resources Consortium fact sheet are appended. (93 references) (MES)

JC

ED 321 776 JC 900 084

Harpole, Greg
The Occupational Articulation Database: A System for Managing the Articulation Process.
PUB DATE- Oct 89
NOTE- 18p.; Paper presented at the Northwest Conference on Competency-Based Vocational Education (Bend, OR, October 18-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Community Colleges; Computer Software; Computer Uses in Education; *Curriculum Development; *Databases; High Schools; *Job Skills; Models; Program Development; Program Implementation; *School

computer tutorial disk, keyboarding skills software, word processing tutorial, and exercises and posturing at the computer. During the second, third, and fourth semesters, students have course options in computer programming, computer graphics, business applications, and study skills. Fourth-semester students may also participate in an in-class tutor training program. Computer hardware and software used by the program is listed. Program coordinator and instructional aide job descriptions and a program 5-year plan are also included. (WJT)

ED 321 789 JC 900 367

A Guide to Program Review.
North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- 89
NOTE- 302p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Colleges; Consortia; Cooperative Planning; Curriculum Evaluation; *Educational Assessment; Educational Policy; Instructional Effectiveness; Instructional Material Evaluation; *Models; Policy Formation; *Program Evaluation; Regional Cooperation; State Boards of Education; Statewide Planning; Two Year Colleges
IDENTIFIERS- *North Carolina

In 1987, a task force was established to recommend appropriate actions to the North Carolina community college system for the regular review of curriculum instructional programs. The task force was to give particular attention to the proper roles of the colleges and the State Board of Community Colleges, the impact of regional accreditation requirements, federal vocational education evaluation requirements, and the system's best thinking on sustaining ongoing instructional improvements through review. Following the task force's development of a policy on program review, the state board funded a consortium of five colleges in 1987-88 and 1988-89 to develop, implement, and refine a variety of approaches to program review. This manual documents each of these approaches in some detail for use and modification throughout the North Carolina community college system. The seven institutions selected as models were Central Piedmont Community College, College

required departmental and divisional chairpersons to take the proactive step of promoting community service. At Catonsville Community College (CCC), one of the most visible community programs is the Volunteers in Tax Assistance (VITA) program, in which accounting students and the accounting faculty give assistance to elderly, low-income, and handicapped citizens in preparing their tax returns. The VITA program allows CCC students and faculty to reach out into the community to help residents in an area of great need. And while the college is helping those who need assistance, the mission and faculty of the college become better known to the community. Another community outreach program at CCC is the Volunteers in Legal Assistance (VILA) program. Similar to the VITA program, the VILA program involves law faculty in diagnosing legal problems for community residents and referring such individuals to competent legal professionals who can provide the assistance needed. A third program, VIFA (Volunteers in Financial Assistance), provides referral service to community members who need financial advice. The role of the departmental or division chairperson in promoting the myriad of services to the community is to create an environment that supports creativity and community involvement. Chairs should recognize faculty who participate by nominating them for service awards and by sponsoring them for attendance at conferences and workshops. As colleges meet more or their community responsibilities, the community expands its own interest in their programs and in using their services. (JMC)

ED 321 802 JC 900 391

McIntyre, Chuck
California Community Colleges Health Services Survey.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 4 May 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; Health Care Costs; Health Personnel; *Medical Care Evaluation; *School Health Services; School Nurses; State Surveys; Telephone Surveys; Two Year Colleges
IDENTIFIERS- *California

In 1990, a telephone survey was conducted of health services offered by California's community colleges. Statewide, 42 of the 71 and appendices. (LMI)

ED 321 412 EA 022 073

Gies, Frederick
Public Relations and School Renewal.
PUB DATE- Aug 89
NOTE- 5p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Cooperation; Cooperative Education; Cooperative Planning; *Cooperative Programs; Elementary Secondary Education; Higher Education; *Participative Decision Making; *Public Relations; School Based Management; School Restructuring; Shared Resources and Services; Urban Education; Volunteers
IDENTIFIERS- *Dayton Public Schools OH; School Renewal

The E.J. Brown School is a collaborative educational undertaking between Wright State University's College of Education and Human Services and the Dayton public schools. The project's purpose is the development of a living learning laboratory based upon shared decision making and collaborative planning for urban children. Students and teachers are volunteers, and the student population of prekindergarten through third grade is representative of the general school district population. Conclusions about program effectiveness with a focus on public relations after 1 year of implementation are briefly discussed in this paper. Recommendations are offered for the enhancement or development of the following areas of concern: connectedness and collaboration; site-based leadership; utilization of functional models; resource allocation; teacher involvement; and administrative commitment. (LMI)

ED 321 413 EA 022 074

Instruction; *Homework; *Intervention; Junior High Schools; Organization; *Skill Development; Student Improvement; Study Habits; *Time Management
IDENTIFIERS- *Organizational Skills

The practicum was designed to increase the organizational skills of four emotionally handicapped students (aged 13-14) enrolled in a secondary school program, and to increase the quantity and quality of homework completed by those students in a regular English class. A needs survey documented that students, parents, and teachers felt that development of organizational skills was needed. Teachers indicated that disorganization of the students' notebooks caused problems in locating assignment sheets, study materials, and completed work. The students indicated that they wanted to learn to manage their time better. The practicum involved having the students purchase a folder for each course and instructing them in proper organization of these folders. The students also completed time charts daily and reviewed them with the teacher. At the conclusion of the intervention period, students reported that they were able to manage their time better and to complete tasks properly and expeditiously. Teachers reported a significant improvement in the quantity and quality of assignments completed. Improvement in folder organization was slow, but consistent. (JDD)

ED 321 429 EC 230 047

Three Year Evaluations for Handicapped Students. Position Statement and Supporting Paper for Position Statement on Reevaluation.
National Association of School Psychologists, Washington, DC.
PUB DATE- Jul 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Diagnosis; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; Intervention; Mainstreaming; *Nongraded Student Evaluation; *Psychological Evaluation; *Student Evaluation
IDENTIFIERS- *National Association of School Psychologists

The National Association of School Psychologists' position on 3-year evaluations for handicapped students calls for a flexible, individualized approach to student evaluations, rather than a standardized testing system. Specific issues to be addressed by these evaluations are discussed, including effectiveness of the

PUB DATE- Jan 89
NOTE- 75p.
AVAILABLE FROM- Assistant Director, Beach Center on Families and Disability, 4138 Haworth Hall, Lawrence, KS 66045 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; Agency Role; *Child Advocacy; Community Action; Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; History; *Parent Participation; Program Evaluation; Services; Workshops
IDENTIFIERS- *Protection and Advocacy Mentally Ill Individ Act

This manual is intended to be used in conjunction with a 1-day training workshop to help parents of children with emotional disorders establish working alliances with protection and advocacy agencies for people with mental illness (PAMIs). The workshop prepares parents for developing specific plans for forging alliances with the state PAMI. The first chapter reviews services for children with emotional disorders from 1850 to the present, concluding that community programs are more effective than institutional programs. The second chapter discusses Public Law 99-319, the Protection and Advocacy for Mentally Ill Individuals Act of 1986, including the role of the developmental assistance and protection and advocacy (DD-P&A) agencies, provisions and specific requirements of PL 99-319, and results of a survey investigating the potential impact of PL 99-319 on children. Chapter three provides an assessment of current P&E activity with six worksheets designed to help parents assess agency activities. Chapter four focuses on forging alliance with emphasis on P&A limitations and parent strategies including requesting direct services and forging organization-to-organization alliances. Appended is the text of PL 99-319 and names and addresses of four resources for parents. (DB)

ED 321 444 EC 231 564

Shaffer, Harriet; Cross, Julie
Call to the Field: Research on Families and Disability, 1988-1989.
Kansas Univ., Lawrence. Beach Center on Families and Disability.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- May 89
NOTE- 81p.

ED 321 459 EC 231 579

Marks, Mary C.; Hersh, Susan B.
Student Negotiation of Tasks in Physical Education and Special Education Settings.
PUB DATE- Apr 90
NOTE- 28p.; For relate document, see EC 231 578.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; Compliance (Psychology); Elementary Secondary Education; *Learning Disabilities; Mainstreaming; *Physical Education; Public Schools; Resource Room Programs; *Student Reaction; *Teacher Student Relationship
IDENTIFIERS- *Task Modifications

Two studies investigated the modification of tasks by students in different public school settings. The first study examined task modification in physical education settings and the second study considered task modification by learning disabled students in a resource room and in two mainstream settings. In study 1 a systematic observation system was used to describe interactions among students, teachers, and the environment. Teacher task statements, student tasks, student responses, and response consequences were classified. Subjects were nine physical education teachers and one target student in each of 24 lessons. The special education study involved similar classification of interactions during 72 lessons involving two 14-year-old eighth grade learning disabled males. Results of both studies indicated very low levels of student verbal negotiation in modifying tasks. Students modified tasks in the physical education setting by engaging in the task with a high rate of error. Learning disabled students were more likely to emit responses which did not comply with or which only partially complied with the stated instructional tasks. Results confirm previous studies' findings that ability level of the student and the amount of risk involved in tasks is related to how students attempt to modify them. Includes 14 references. (DB)

ED 321 460 EC 231 580

DeMario, Norma
Non-Academic Competencies for Elementary Level Students with Visual

DESCRIPTORS- *Disabilities; *Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Regulation; Financial Support; Program Evaluation; School Funds; School Support; *Special Education; *State Aid; State Federal Aid; State Programs; State Schools
IDENTIFIERS- *Hawaii

This report presents results of an examination of state and federal funding of special education programs in Hawaii. Among the objectives of the study were assessment of resources and the appropriateness of their allocation, as well as exploration of alternatives for resource allocation. After a brief introductory chapter, chapter 2 presents background information for the budget revew and analysis, covering the Early State Education Program, federal involvement and requirements, and state special education planning and programs. Chapter 3 discusses selected budget and program issues including questionable budgeting practices of the Department of Education and the need to establish the scope of the special education program. Includes 10 references. Attached are comments on agency responses.(PB)

ED 321 475 EC 231 596

Gordon, Elizabeth; Goldbach, Robert L.
Three Years of Follow-Up of Mentally Retarded Youth: Stability and Change.
Health and Welfare PLANNING Association, Pittsburgh, PA.
PUB DATE- Nov 89
NOTE- 89p.; Funded by a grant from the Edith L. Trees Charitable Trust.
AVAILABLE FROM- Health and Welfare Planning Association, 200 Ross St., 6th Floor, Pittsburgh, PA 15219 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Level; *High School Graduates; Job Placement; Job Skills; Job Training; Longitudinal Studies; *Mental Retardation; *Normalization (Handicapped); Place of Residence; Post High School Guidance; *Residential Patterns; Supported Employment; Surveys; Young Adults

This paper presents annual findings of follow-up work with mentally retarded school completers begun in 1987. Information was gathered on each youth's current living and work situations, as well as job and training involvement throughout the year. Findings indicated resources. (DB)

ED 321 490 EC 231 811

Karnes, Frances A.; Bean, Suzanne M.
Developing Leadership in Gifted Youth. ERIC Digest #E485.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-4
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Gifted; *Leadership; Leadership Qualities; *Leadership Training; Parent Child Relationship; Secondary Education; *Skill Development; *Student Characteristics; *Talent
IDENTIFIERS- ERIC Digests

This digest is intended to help parents and educators assist with the development of leadership attitudes and skills in gifted youth. The relative lack of interest in leadership despite its designation as a talent area in definitions of giftedness for state and federal policies requiring differentiated programs is listed. Characteristics of gifted youth that enable them to profit from leadership development are listed. Suggestions for parents include involving children in planning family activities and discussing current topics. Suggestions are provided for infusing curriculum concepts and skills into the sciences, humanities, and arts. Other school options for leadership development include: credit courses on leadership; implementation of personal plans for leadership development; and mentorships and internship programs. Extracurricular activities are particularly valuable in providing talented students with leadership experiences. Includes 15 references. (DB)

ED 321 505 EC 231 826

Peer Support and Cooperative Learning for Accommodating Student Variance. Super Search Report, No. C575.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 112p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C575, $22.50 nonmembers; $18.00 members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cooperative Learning; *Disabilities; Elementary Secondary Education; *Heterogeneous Grouping; *Mainstreaming; *Peer Teaching; Program Development; Student Needs; *Tutoring

This document begins with a paper titled "Accommodating for Greater Student Variance in Local Schools" by Jacqueline Thousand and Richard Villa, which identifies the fundamental characteristics of successful heterogeneous public schools and describes specific examples of educational and organizational practices that enable schools to accommodate greater student variance. A bibliography of references from the ERIC (Educational Resources Information Center) database is then presented, containing 182 citations. For each citation, information provided includes bibliographic information, indexing information, and an abstract of the document if available. The references comprise four types: journal articles, documents available from the ERIC system, commercially published materials, and doctoral dissertations. Citations are arranged alphabetically by author. (JDD)

ED 321 506 EC 231 827

of a purportedly language-specific faculty. (Author/MSE)

ED 321 519 FL 018 531

Spratt, Jennifer E.; And Others
Functional Literacy in Moroccan School Children. Draft.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Education (ED), Washington, D.C.
PUB DATE- 25 Oct 89
NOTE- 30p.
GRANT- G-80-0182; HD-14898
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; Educational Attainment; Elementary Secondary Education; Foreign Countries; *Functional Literacy; Item Analysis; Language Research; Measures (Individuals); *Parent Background; *Student Characteristics; *Student Experience; Test Items; Vocabulary
IDENTIFIERS- *Morocco

A study examined the nature of functional literacy among 671 Moroccan children, aged 11-14, and the relationship of functional and classroom literacy to background factors and school experience. Students were assessed on a series of household literacy tasks sampling knowledge of spatial and monetary print conventions, specialized vocabulary, and ability to relate the written word to real-world contexts. The most difficult tasks involved spatial, monetary, and telegraphic text conventions. Correct responses were associated with grade level achieved and with remaining in school. Among younger children, cognitive level, reported home literacy activity, and urban environment were significant predictors of both household and school-type literacy. By contrast, predictors of household literacy differed considerably from those of school literacy among older children. Cognitive level, factual knowledge, and grade level attainment predicted both types of literacy, but urban residence, male gender, and home literacy activities appeared to play a greater role in fostering household literacy, while school dropout and age predicted school-type literacy only. The pattern of results indicates that knowledge of literacy conventions required for successful performance of common household literacy tasks may be acquired only partially, even after five years of formal schooling, and different pedagogical approaches may be required to promote development of each literacy type. (Author/MSE)

In 1982 K. M. Bailey cautioned that the development of training programs for international teaching assistants (ITAs) had preceded any systematic investigations of problems associated with ITAs. This article responds to Bailey's call by systematically reviewing available research in three critical areas of ITA-student interactions, namely: (1) ITA pronunciation; (2) effective ITA teaching behavior; and (3) intercultural communication. These studies indicate that ITA pronunciation has been overemphasized as both the cause of and the solution to ITA-student misunderstandings. It was also found that American college students prefer ITAs who use interactive and interpersonal teaching behaviors, and who talk about their native culture in class. (Author/JL)

ED 321 536 FL 018 622

Berney, Tomi D.; Keyes, Jose L.
Career Awareness and Resource Education: Project CARE 1988-1989. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 33p.
GRANT- T003A80307
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Cultural Education; Dropout Rate; *English (Second Language); Extracurricular Activities; Federal Programs; Guidance Programs; High Schools; *Hispanic Americans; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Descriptions; *Program Evaluation; Second Language Learning; Tutoring
IDENTIFIERS- *Content Area Teaching; Language Assessment Battery; *Project CARE NY

The Career Awareness and Resource Education Program (Project CARE) served 425 limited English proficient students at two New York City high schools. The students, all Hispanic, were enrolled in English as a Second Language (ESL) classes, Native Language Arts Classes (NLA), and content area subjects. The program provided guidance, tutoring, and extracurricular activities designed to acquaint students with American culture while preserving their native

Buchanan, Keith
Vocational English-as-a-Second-Language Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-89-11
PUB DATE- Jun 90
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Education Programs; Cooperation; Cross Cultural Training; Curriculum Development; Needs Assessment; *Program Descriptions; *Program Design; Second Language Instruction; Staff Development; Student Needs; *Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- ERIC Digests

There are an estimated 30 million people in the United States with native languages other than English. Within this group are a number of limited-English-proficient individuals. Whether seeking a first American job or better employment, this group encounters a job market that is changing drastically in the number of jobs it can offer to individuals with limited English skills. As a result, growing numbers of these individuals are seeking courses in Vocational English-as-a-Second-Language (VESL) that combine language education with job specific skills. VESL refers to the language needed to interact with English speaking customers or employees, to fill out job applications, or to use manual or catalogues, and its goal is to teach the language required for successful participation in training programs and for job performance. Several different program models have evolved to meet the different skills, education levels, and vocational goals of students. These models include: (1) the ESL approach; (2) the vocational approach; (3) the work experience approach; and (4) the workplace approach. Another model that should be mentioned is the bilingual vocational training model. The following should be considered when designing a VESL program: finances; administration and staff development; curriculum development; needs assessment; support services; and cross-cultural training. (VWL)

ED 321 565 FL 018 686

L'ecole aujourd'hui = School Today.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- 87
NOTE- 45p.; Photographs will not reproduce clearly.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; Computer Literacy; *Curriculum Design; Elementary Secondary Education; *English (Second Language); Foreign Countries; *French; Health Education; Hygiene; Intellectual Disciplines; Mathematics Instruction; Music Education; Natural Sciences; Physical Education; Second Language Instruction; *Second Language Programs; Social Sciences
IDENTIFIERS- *Manitoba

Instruction in Manitoba's French-language schools is described in this public information document. The content was originally published as a series of eleven articles on developments in the curriculum. The articles discuss aspects of the design and content of the curriculum, including the balance of play and work, learning communication skills, English language instruction, mathematics, computer literacy, natural sciences, social sciences, physical education, health education, and art and music education. The following are English translations of titles included in this series of articles: "Enough Play...Isn't It Time To Work?"; "It's by Communicating that One Learns To Communicate"; "In Franco-Manitoban Schools, We Learn English, Too"; "Mathematics Count More Than Even"; "The Era of Computer Science"; "Natural Science--A Window To the Physical World"; "Do You Know that the Human Sciences Will Help Your Child Become a Good Citizen?"; "Physical Education... Moving To Feel Good in Your Body"; "Hygiene...Learn To Live Rather than To Survive"; "All Children Make Pictures Naturally"; and "Let Music Belong to Everyone!" (MSE)

ED 321 566 FL 018 687

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Form Classes (Languages); *Grammar; *Linguistic Theory; *Nouns; *Semantics
IDENTIFIERS- *Names; *Referents (Linguistics)

The two major schools of thought concerned with the meaning of proper names, i.e., the direct-reference or referrential/causal theory, and the description theory, are outlined, and new arguments are presented for a strong version of the second of these theories. The referential theory takes the meaning of the name as being the same as its referent. Four classical problems associated with this approach are identified. The description theory holds, generally, that names are semantically equivalent to descriptions. The chief problem seen in this approach is the modal argument. The causal theory says that the meaning of a name somehow involves the causal chain that connects the current use of the name to earlier uses of it, ultimately going back to some original ostension. This is seen as a sophisticated version of the referential theory. This theory is also seen as having some problems. Elaborations of the description theory are not satisfactory. New arguments against the nominal-description theory are presented, including the distinctions between proper and common names and between vagueness and ambiguity in shared names. These arguments are seen as making the complete-description theory more plausible. In support of this thesis, it is proposed that names, like pronouns, take only wide scope. (MSE)

ED 321 581 FL 018 719

Olliphant, Jo Ann
From Research to Reality: Activities and Strategies That Work.
PUB DATE- Mar 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Pacific Northwest Council on Foreign Languages (Portland, OR, May 3-5, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Environment; Classroom Techniques; *Cognitive Processes; Games; Learning Motivation;

Federal Legislation; Government Role; *Immigrants; *Literacy Education; *Public Policy; *Refugees; Second Language Instruction; State Government
IDENTIFIERS- Freire (Paulo); *Immigration Reform and Control Act 1986; Massachusetts

This special issue of the newsletter of the Adult Education Interest Section (AEIS) of the Teachers of English to Speakers of Other Languages (TESOL), prepared in cooperation with TESOL's refugee concerns interest section, concerns the response of the English-as-a-Second-Language teaching profession to Immigration and Naturalization Service regulations related to immigrant amnesty. In addition to letters from the Chair and Associate Chair of AEIS and from the Refugee Concerns Chair, the issue contains four articles. "SLIAGing in Massachusetts: Collaborative Efforts" (Lenore Balliro and Rich Levy) presents the perspectives of the Adult Literacy Resource Institute in Boston and the Massachusetts Department of Education on provision of education programs for immigrant amnesty. "Linking Curriculum with Community Concerns" (Heide Spruck Wrigley) offers alternatives to the standard civics curriculum for increased relevance to student needs. "Federal Policy and Legalization in the 1990s" (Rob Paral), looks at trends in legalization instruction, testing, and recruitment and retention; and "Developing Critical Consciousness through ESL Education" (Ken Bunke) discusses the combination of Freirean theory with the guidelines of the Immigration Reform and Control Act of 1986. Conference and professional announcements and materials reviews are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 596 FL 800 144

Wrigley, Heide Spruck; Brady, Katherine A.
Making Amnesty Work: Joint Efforts To Meet the Needs of Newly Legalized Workers.
Consortium on Employment Communication, Long Beach, CA.; Immigrant Legal Resource Center, San Francisco, CA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 89
NOTE- 134p.
AVAILABLE FROM- Immigrant Legal Resource Center, 1663 Mission St., #602, San Francisco, CA 94103.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 321 610 FL 800 177

Rogers, David J.
A Guide to Job Development in Illinois Adult Indochinese Refugee Programs.
Illinois Adult Indochinese Refugee Consortium, Arlington Heights.; Northwest Educational Cooperative, Arlington Heights, IL.
SPONS. AGENCY- Illinois State Dept. of Public Aid, Springfield.
PUB DATE- 81
NOTE- 62p.; Sample forms present various legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Counselor Client Relationship; Employer Attitudes; Employers; Employment Interviews; *Indochinese; Information Sources; Job Banks; *Job Development; *Job Placement; Job Search Methods; Language Skills; Letters (Correspondence); Limited English Speaking; Public Relations; *Refugees
IDENTIFIERS- *Illinois

This guide is intended for job developers, counselors, and other staff who interact with employers to locate jobs for their clients. The guide was written specifically for individuals working with Indochinese refugees, but may be useful to practitioners working to place any limited-English-speaking or otherwise hard-to-place population. The procedures suggested in the guide are treated under three headings: job development, job placement, and follow-up. Under job development, sections address the following issues: using promotional materials and methods, using a job bank, acquiring job information, contacting employers, making initial telephone contact, making the initial employer visit, conducting the employer presentation, handling objections or questions, handling how many employers to visit, touring the employment facility, knowing your clients, and making contact with employer and employer-related groups. Under job placement, sections focus on the following: orienting the client to the program, assessing clients for employment readiness, recording and using job order information, conducting a pre-placement client briefing during and after the job interview, and developing follow-up guidelines. The primary job placement follow-up issue addressed is determining when an employer relationship is deteriorating. A variety of sample forms are provided, including letters of introduction, a letter of client introduction, client contract, language skill level scale, job sample order form, follow-up assessment, follow-up thank you letter, and letter of appreciation. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Family and Intergenerational Literacy in Multilingual Families. NCLE Q & A.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 5p.
CONTRACT- RI89166001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Techniques; *Educational Objectives; English (Second Language); Family Characteristics; *Family Programs; Instructional Materials; *Intergenerational Programs; *Literacy; *Literacy Education; Multilingualism; *Teaching Methods

The questions and answers in this document focus on the way that families affect and create the conditions for literacy development and use among family members. The following questions are addressed: (1) What is family literacy? Is it the same as intergenerational literacy? (2) What are the goals of family and intergenerational programs, and what are some models for working toward those goals? (3) What are some of the instructional approaches, methods, and techniques used in family literacy programs? (4) What are some materials and resources that have been developed for family and intergenerational literacy programs? and (5) What are some promising directions for the future? Eighteen references and 10 suggestions for further reading are included. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 321 625 HE 021 640

Shaping a Cohesive Agenda: Next Steps. National Conference on Adult and External Degree Programs. (7th, Memphis, Tennessee, October

ED 321 638   HE 023 656

Foulk, James B.
Office of Disabled Student Services.
American Association of State Colleges and Universities, Washington, D.C.; Edinboro Univ. of Pennsylvania.
PUB DATE- 90
NOTE- 24p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Athletics; *Disabilities; Higher Education; Needs Assessment; Program Descriptions; Rehabilitation Programs; Residential Care; *School Orientation; Severe Disabilities; State Universities; *Student Personnel Services; Transportation
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Edinboro University of Pennsylvania

Since 1974, Edinboro University of Pennsylvania has provided students with disabilities the opportunity to attend a higher education institution. From a modest beginning audience of less than two dozen students, the university now provides services to nearly 300 students. Services and personnel now include over 50 full-time employees, and over 100 part-time employees. The services have allowed students with severe disabilities to attend the university, and each year the severity of disabilities present has increased. Currently, students come from eight different states, with the majority from Pennsylvania. The university has developed its facilities to the extent that it is commonly referred to as the "wheelchair campus," and is ranked among the top eight "full-service" institutions. These services include 24-hour, 7-day-a-week attendant care, a wheelchair maintenance facility, lift-equipped vans, a life skills center, disabled student athletics, rehabilitation health services, meal aides, academic aides, and an adaptive computing facility. In addition to services provided for students with disabilities, the program has also developed a number of 6-week pre-university summer programs to help orient and assess the needs of students with disabilities who plan

Descriptions; *Public Service; School Community Relationship; State Universities; *Student Development; Undergraduate Study; *Voluntary Agencies
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Southern Illinois University Edwardsville

The Student Leadership Development Program at Southern Illinois University at Edwardsville was first offered to students in January 1988. It consists of three parts: leadership modules, active citizenship, and university and community service. The modules are interactive learning sessions, the citizenship component is project-oriented, and the service portion focuses on volunteer work on or off campus. Students who wish to complete the program select and complete two of the three components. They receive a transcript that details their experiences. In an additional feature of the program, students may have a mentor from the university or community who shares their interests. The program was designed to provide students with opportunities to: (1) gain knowledge about leadership, effective leaders, and their qualities; (2) participate in the democratic process through citizenship experiences; and (3) serve the university and community. The program was developed through an advisory committee to the dean of students. Day-to-day operations are managed by a staff of three. Funding has been provided by the institution. A multifaceted approach to program has been developed to gain feedback from about 480 students served by the program. (Author/MSE)

ED 321 651 HE 023 669

Miller, Kenneth R.
Building a Successful Fund-Raising Program for a Small, Public, Historically Black University: 1982-1989.
American Association of State Colleges and Universities, Washington, D.C.; Kentucky State Univ., Frankfort.
PUB DATE- 90
NOTE- 41p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Professional Association for the Management of Information Technology in Higher Education (known as CAUSE, an acronym of the association's former name) are presented in this document. The focus of Track III is on organization and personnel issues, and the papers include: "How to Successfully Mix Oil and Water: or How to Get Your Programmers to Work with Librarians" (James J. Scanlon); "Meeting the Challenges in Computer User Support" (Don E. Gardner and Carol S. Schwob); "Bridging the Gap: Designing an Effective User Interface" (Audrey Lindsay and David Smithers); "Office of System and Computer Services: In-House Microcomputer Repair in the College Computing Environment" (Martin Fiebke, Donald Brusk, and Donald Sanders); "Distributing Support--Departmental Computing Coordinators" (Jerry Sanders); "EGADS, we DID it! Employing Global Administrative Distribution Strategies--Data Integrity Distributed" (Jo Powell, Janet Crowder, and Lee Anne Hoppe); "The Center for Emerging Technologies in Computing, Communication, and Human Resources" (B. C. Sandhorst, J. G. Emal, J. W. King, and M. S. Wilhite). An abstract is provided with most of these papers. (DB)

ED 321 664 HE 023 682

Managing Information Technology: Facing the Issues. Track IV: Policy and Standards Issues.
CAUSE, Boulder, Colo.
PUB DATE- 90
NOTE- 78p.; In: Managing Information Technology: Facing the Issues. Proceedings of the 1989 CAUSE National Conference; see HE 023 678.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (entire proceedings only: $45.00 members, $75.00 non-members.)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Foreign Countries; Guidelines; Higher Education; Information Management; Information Systems; Information Technology; Organizational Development; *Policy Formation; Staff Development; *Standards; *Technological Advancement; Word Processing
IDENTIFIERS- Allegheny College PA; *CAUSE National Conference; Germany; Harvard University MA; Pennsylvania State University; University of Akron OH; University of Florida; University of Michigan Ann Arbor; Virginia Polytechnic Inst and State Univ

PUB DATE- May 90
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classification; *Community Colleges; Dropout Research; Higher Education; Models; Outcomes of Education; *Student Behavior; *Student Characteristics; *Student Evaluation; Success; Undergraduate Study
IDENTIFIERS- *AIR Forum

A model is presented for creating a community college student typology for the purpose of defining successful and unsuccessful student outcomes for each typology segment. The need for such a typology is addressed, as well as a description given of the computer techniques used to gather the baseline data upon which the typology is based, and the methodology used to generate the typology. The major portion of the study deals with the typology itself and the success criteria defined for each student type along with actual achievement percentages; these percentages are compared to the established goals assigned for each type. The typology was constructed out of two key variables: initial course load (one, two/three, or four and more) and stated intention (certificate/degree, job related, personal interest, and unsure/unknown). Contains eight references. (GLR)

ED 321 679 HE 023 697

Pratt, Linda K.
The Integration of Assessment into the Planning Process: A Case Study. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; Case Studies; College Administration; Data Collection; *Evaluation; *Facility Planning; Higher Education; Institutional Research; Organizational Objectives; *Planning; State Universities; *Universities

environmental scanning process currently structured and organized within the case site? (3) How are the environmental domains defined and scanned by the organization? (4) How is environmental scanning information incorporated into the planning and decision making activities of the case site? (5) What is the perceived effectiveness of environmental scanning upon the planning and decision-making efforts at the case site? Results indicated that support from the chief executive officer was a necessary but not sufficient step in establishing a credible environmental scanning process; that decision makers were looking for ways to reduce environmental uncertaintly; and that scanning information was used for several functions including strategy formulation, problem identification, decision selling, and goal and objectives setting. Contains 39 references. (GLR)

ED 321 694 HE 023 712

Zwagerman, Lynn R.; Stanley, Elizabeth C.

Taking Inventory of Iowa Higher Education: The Institutional Research Storehouse. AIR 1990 Annual Forum Paper.

PUB DATE- May 90

NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Database Design; Data Collection; Educational Cooperation; Educational Planning; *Higher Education; *Information Needs; Information Systems; *Institutional Research; *Program Evaluation; *State Action; Statewide Planning

IDENTIFIERS- *AIR Forum; *Iowa; Strategic Planning

The State of Iowa conducted several higher education inventory studies in an effort to identify strategies and priorities for the future. The Long Range Strategic Planning Study, the first of the studies to be undertaken, was charged with reviewing all academic programs, identifying program strengths, and making recommendations for redesigning the university into a smaller, more manageable institution. Peat Marwick Main & Co. conducted numerous educational institution organizational audits and is developing a comprehensive statewide informational data base. The data base is to provide a framework for coordinating and establishing policy for postsecondary education in Iowa and to encourage dialogue on

200 references. (DB)

ED 321 707 HE 023 725

Graham, Gene Foster

The Effectiveness of Selected Recruitment Techniques on Undergraduate Students Enrolling in the College of Agriculture and Natural Resources at Michigan State University (Part I).

PUB DATE- 9 May 90

NOTE- 191p.; M.S. Thesis, Michigan State University.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Agricultural Colleges; Agricultural Education; *College Choice; College Students; Environmental Education; Higher Education; Natural Resources; School Orientation; *Student Attitudes; Student Characteristics; *Student Recruitment

IDENTIFIERS- Michigan State University

A questionnaire was developed to survey 120 students during the "Meet Your College" presentation of the College of Agriculture and Natural Resources of Michigan State University, during "Welcome Week" in the fall of 1984. The data were analyzed to compare freshmen students with transfer students, male students with female students, and students of various residency backgrounds (rural, small town, small city, large city). All three sets of comparisons found differences in preferences for types of college information, differences in the sources of information that were influential in their college choice, and differences in preferences for recruitment activities. Positive influences on deciding to enroll included the quality of the academic programs, academic reputation, atmosphere/appearance of the campus, quality of the faculty, and other factors. Recruitment activities considered to be helpful included visiting a family member or friend on campus, talking with university students or graduates, talking with high school counselors or teachers, participating in university open houses or athletic events, seeing television advertisements or stories, and others. Appendices contain a copy of the questionnaire and tabulated data from questionnaire responses. Includes 60 references. (JDD)

postsecondary environment with sections on enrollment patterns, family income, and attendance patterns. Chapter III looks at undergraduate education expenses and concludes that, although college costs rose faster than other costs, few students actually paid the full costs. Chapter IV reviews undergraduate financial aid including the student financial aid sector and financial aid by family income and related student characteristics. The last chapter focuses on how students and families finance college cost, including sections that discuss where the money comes from, family income, gender, race/ethnicity, parental savings, and student employment. (DB)

ED 321 721 HE 023 762

Sherman, Lawrence W.
A Cooperative Pedagogical Strategy for Teaching Developmental Theories through Writing: Dyadic Confrontations. Draft.
PUB DATE- Jun 90
NOTE- 36p.; Paper presented at the International Convention on Cooperative Learning (Baltimore, MD, July 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Psychology; Higher Education; *Instructional Effectiveness; *Learning Processes; Questioning Techniques; *Teaching Methods; Theories; Writing (Composition); *Writing Across the Curriculum

The paper describes the use of writing as an instructional strategy to integrate several contemporary issues all of which focus on the teaching of human development theories. Issues include postmodern thought, higher level thinking process, conceptual conflict, and arousal, motivation, and integrating the writing process into the psychology curriculum. Each issue is briefly discussed and the literature reviewed. The instructional methodology involves use of a dyadic technique and the writing of nine short essays throughout the semester. Students write essay questions and model answers based on assigned readings and text material. Students also write answers to each others' questions, then discuss answers both in dyads or triads and as a whole class. Finally, students' questions and answers are evaluated both by peers and the instructor. Students who received this instructional approach generally felt it was highly beneficial to their learning of both the content of the

contains over 90 entries on topics including telecommunications standards, U.S. competitiveness in high technology industries, computer-related crimes, capacity management of information technology systems, the application of computer technology in the Soviet Union, computers and mathematics-related occupations, computer security, software maintenance, electronic publishing, database design, personal computer networks, Smart Card technology, computer use in the United States, automation at the Library of Congress, meeting the data processing and telecommunications needs of the federal government, programming languages, the use of computer-based technologies in education, maintenance of robotic workstations, and the use of computers in home study. Each entry contains: the document price and the Superintendent of Documents order number; the publication date of the document; the number of pages; and a note as to whether or not the publication is illustrated. (GL)

ED 321 735 IR 014 497

White, Ned
Inside Television: A Guide To Critical Viewing.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; WGBH-TV, Boston, Mass.
PUB DATE- 80
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Broadcast Industry; *Broadcast Journalism; *Critical Viewing; *Mass Media Effects; *Television Commercials; *Television Viewing

This course is divided into seven units, each focusing on a particular aspect of television. The unit topics and some of the subtopics included are: (1) television and the American viewer; (2) the television industry (the networks, the role of the Federal Communications Commission, public television, and the business of television); (3) programs and production (television dramatic form, characterization, film and tape, the camera); (4) television selling (advertising, message persuasion, public service announcements, and political commercials and editorializing); (5) television news; (6) the social effects of television; and (7) the future of television (focusing on the influence of cable

(Australia).
REPORT NO.- ISBN-0-909561-20-6
PUB DATE- 81
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; Demography; *Distance Education; Foreign Countries; Higher Education; *Residential Colleges; School Surveys; *Student Attitudes; Tables (Data)
IDENTIFIERS- *Riverina College (Australia)

This survey evaluated residential schools held by Riverina College in connection with subjects and courses taught to external students in the second semester of 1980. Questionnaires were sent to 509 students who attended a total of 785 residential schools, and a response rate of 57.4% was obtained. Data were collected on: (1) type of course of respondents; (2) specific course of respondents; (3) subjects studied; (4) gender; (5) ages of respondents; (6) home state; (7) home town; (8) distance from nearest library; (9) adequacy of college library; (10) previous experience with distance study; (11) reasons for enrolling; (12) sufficiency of details about residential schools provided before arrival; (13) preferred month for classes; (14) importance of certain residential school features; (15) the need for the residential school; (16) satisfaction with content; (17) impressions of administrative arrangements; (18) comments on administrative information and communication, registration, and collection of room keys, staff, practical work facilities, and residential school administration; (19) administrators' helpfulness; (20) impressions of academic activities; (21) comments on academic matters, including general comments on residential schools, staff, teaching methods, and courses; (22) impressions of lecturers' help; and (23) attitude changes. (8 references) (MES)

ED 321 749 IR 014 516

The Experience of External Studies. Occasional Papers No. 4.
Riverina Coll. of Advanced Education, Wagga Wagga, New South Wales (Australia).
REPORT NO.- ISBN-0-909561-27-3
PUB DATE- 83
NOTE- 38p.
LANGUAGE- English

This pilot study explored teacher characteristics as they influenced the use of "Exploring Nepal," a cognitive learning-based interactive video system for middle school students. Specifically, the study sought to narrow down a variety of teacher characteristics that may influence the quality of their interaction with the videodisk. The initial list included psychological types (as measured by the Meyers-Briggs Type Indicator), number of years teaching experience, preferred teaching strategies, preferred learning mode, concerns with technology, and teaching philosophy. Five social studies teachers completed the Meyers-Briggs Type Indicator (Form G, self-scoring) and a background questionnaire prior to interacting with the videodisk. An electronic tracker monitored each participant's progress through the program. Follow-up measures consisted of a questionnaire and a structured interview asking about the projected use of the videodisk in the classroom, suggested implementation activities, and teacher perceptions of its potential. Findings indicate that the salient characteristics influencing teachers' interaction with "Exploring Nepal" are psychological types and previous experience with media (videocassette recorders in general and Macintosh computers in particular). Four dependent variables--amount of detail, linearity of selections, use of elaborative functions, and use of technical controls--were identified and quantified by the tracking mechanism and were used to refine the research questions. (11 references) (GL)

ED 321 763 IR 014 532

Petrulis, Robert
Some Technical Aspects of Providing Computerized Feedback Reports.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; *Computer Assisted Testing; *Educational Administration; *Feedback; *Microcomputers
IDENTIFIERS- *Center for Assessment Administrative Performance

This report describes a process developed by the Center for Assessment of Administrative Performance (CAAP) in Washington State which uses microcomputers to generate feedback reports for

Business Relationship; Transfer Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Lane Community College OR

The Occupational Articulation Project at Lane Community College (LCC) is designed to enhance vocational curricula and encourage articulation by involving business and industry in the development of 2+2 curricula for secondary and postsecondary institutions. Business and industry representatives develop comprehensive lists of the skills needed and tasks involved in specific careers. Secondary and postsecondary institutions utilize these task/skill lists to improve and develop their curricula. The implementation of the system at LCC included the following: (1) identification of existing industry standard task lists; (2) validation of existing lists by local business and industry representatives; (3) review of lists by teachers to identify pre-tasks needed by students; (4) classification of tasks for specific careers; (5) entry of tasks lists, performance guides and career data into the 2+2 Occupational Articulation Database software; and (6) inservice training for secondary and postsecondary teachers on how to utilize the software for curriculum improvement, career counseling, and articulation. The 2+2 Occupational Articulation Database is the first of three software packages to be developed. A second database, currently in design, will allow teachers to keeps records of courses completed by students and the skills acquired. The third database will make it possible to create criterion-referenced skills tests for all or part of a course, program, or career. Specifics of the articulation database, including operating procedures are included, and program forms and procedures are appended. (JMC)

ED 321 777 JC 900 158

Grosz, Karen S.
Meeting the Needs of the Disabled.
PUB DATE- 89
NOTE- 8p.; Paper presented at the Disabled Students Programs and Services Conference (Sacramento, California, May 4, 1989).
AVAILABLE FROM- CAPED Journal, Resource Center for Disabled Students, 3375 Camino del Rio South, San Diego, CA 92108 ($10.00 per issue).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Serials (022)
DESCRIPTORS- Administrator Selection; *Affirmative Action; College

of the Albemarle, Forsyth Technical Community College, Mayland Community College, Roanoke-Chowan Community College, Rowan-Cabarrus Community College, and Western Piedmont Community College. These seven institutions represent a cross-section of the institutions in the North Carolina community college system. Two institutions which were not members of the consortium were included as additional models of program review. Seven appendixes include a statement of the board's policy on curriculum review, a list of contacts for program review, program review task force and consortium membership lists, and an explanation of the reporting process to the Department of Community Colleges. (JMC)

ED 321 790 JC 900 372

Dickson, C. R.
Co-Operative Education or Co-Operative Placement?
PUB DATE- May 90
NOTE- 59p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges, "Rendezvous '90" (Charlottetown, Prince Edward Island, Canada, May 26-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Education; College Planning; Community Colleges; *Cooperative Education; Educational Objectives; *Education Work Relationship; *Experiential Learning; Foreign Countries; *Job Placement; Job Skills; Mission Statements; Questionnaires; *School Business Relationship; Student Employment; Two Year Colleges; Work Experience
IDENTIFIERS- *Mohawk College ON

The Co-operative Education Department at Mohawk College is designed to extend the academic learning process into the workplace through on-the-job learning experiences which enhance the students' vocational maturation and personal development, and are integrated with the learning objectives of the program. The department offers paid, supervised off-campus work semesters in cooperating businesses, industries, or government agencies; provides comprehensive career development services for cooperative education students within the academic curriculum; evaluates the work experience for academic credit; and enhances the potential for graduate employment through occupational socialization and career development. This description of Mohawk's Co-operative Education

districts in California levied a health service fee, 18 districts offered services without charge, and 11 offered no service. Districts operating programs collected an average of $15.81 in student fees per credit average daily attendance (ADA), while expending $19.42 per ADA per year. Of the 19 colleges surveyed, 13 provided health services to about one-third of their students during the year. The level of services ranged from zero to extensive, with the major determinant being the presence of an hourly physician on staff. Typical staffing consisted of 10 physician hours per month, 1.5 full-time equivalent (FTE) registered nurse, and 1.1 FTE clerical support staff. Barriers to health service implementation included lack of facilities, financial constraints, and difficulty in informing students about available services. Key issues to be addressed at the statewide level included establishing an overall student activity fee to fund student services, developing contingency plans for dealing with unexpected epidemics, and setting minimum qualifications for staffing to protect the quality of service available. A review of eight other large states revealed that none had any statewide requirement for student health service, leaving its provision to local college discretion. Except for Illinois and Florida, few of the local community colleges were known to have on-campus services. The 19 California districts contacted are listed. (JMC)

ED 321 803 JC 900 392

Little, Doric
Are Academicians by Their Very Natures Ethical, or Should They Be?
PUB DATE- 12 Oct 89
NOTE- 7p.; Paper presented at the Annual Convention of the Virginia Community Colleges Association (7th, Roanoke, VA, October 12-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Codes of Ethics; Community Colleges; Court Litigation; Credibility; *Educational Malpractice; *Ethical Instruction; *Ethics; *Faculty College Relationship; Faculty Evaluation; Higher Education; Sexual Harassment; *Student College Relationship; Two Year Colleges

The question of whether academicians are or should be ethical requires serious discussion, especially given the presence of

Gies, Frederick
Lord Jim: Rite of Passage.
PUB DATE- Aug 89
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Altruism; Codes of Ethics; *Decision Making; Elementary Secondary Education; *Integrity; *Leadership Qualities; Literature; Moral Development; *Moral Values; Risk
IDENTIFIERS- *Rites of Passage

A comparison of organizational leadership choices and decision-making behaviors faced by current educational leaders and by the literary figure Lord Jim is the focus of this paper. Conrad's protagonist, when confronted by three critical life decisions, chooses erroneously. Like Jim, organizational leaders confront critical incidents that demand decisions based on personal risk-taking. A conclusion of the paper is that leaders must first experience a personal "rite of passage" to develop honesty and integrity, and learn to balance romantic notions of leadership with realistic situations. (LMI)

ED 321 414 EA 022 075

Paying for Performance--Important Questions and Answers. The 1989 SREB Career Ladder Clearinghouse Report.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Jan 90
NOTE- 36p.; Blue ink on colored paper may reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; Career Choice; Career Ladders; Competency Based Teacher Education; Elementary Secondary Education; *Incentives; *Job Performance; Mentors; Performance Contracts; Principals; Professional Development; School Districts; School Effectiveness; State Aid; State Programs; *Teacher Effectiveness; Teacher Evaluation; *Teacher Motivation;

student's individual education program, appropriateness of current interventions, and current status of eligibility for special education. Factors such as age, severity of handicap, and other sources of information available to the evaluation staff are also addressed. The primary goal of special education is considered to be transition by the student into mainstream educational institutions whenever possible. (PB)

ED 321 430 EC 231 168

Johnson, Charlotte F.; Stepp, Adelaide A.
Project Exploration: Search for Self.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 88
NOTE- 36p.
AVAILABLE FROM- Education Development Center, WEEA Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Career Development; Career Education; *Career Exploration; College Students; Demonstration Programs; Education Work Relationship; *Females; Higher Education; Job Search Methods; *Learning Disabilities; Occupational Aspiration; *Program Development; *Self Concept; Vocational Education
IDENTIFIERS- *Project Exploration

Project Exploration developed and pilot-tested a process for the career development of 21 learning-disabled (LD) women on the Fayetteville campus of the University of Arkansas. The project focused on enlightened self-awareness as well as the development of essential academic and behavioral skills. The project helped the LD women to gain knowledge of their strengths and weaknesses, develop strategies for accommodating learning differences and performance difficulties, gain knowledge about the world of work and the demands of specific careers, establish realistic goals for career growth, and develop skills for obtaining and retaining jobs. This report describes the theoretical foundation of the project and its methodology. Appendices contain assessment materials, a list of media resources for LD adults and adolescents, a checklist on planning events for LD adults, and guidelines for using audiotaped texts with LD students. A 69-item bibliography concludes the report. (JDD)

AVAILABLE FROM- Assistant Director, Beach Center on Families and Disability, 4138 Haworth Hall, Lawrence, KS 66045 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; Children; *Disabilities; *Family (Sociological Unit); Family Problems; Rehabilitation; *Research Projects; Universities
IDENTIFIERS- *Rehabilitation Research and Training Centers

The booklet provides information on current family-oriented research activities based on a survey of 16 Rehabilitation Research and Training Centers and 17 projects funded by the National Institute on Disability Research or other agencies. Information provided for each center includes name, address, phone number, director, funding source and period, a brief description of the center, brief descriptions of each of the center's projects, and a listing of center and project publications. Centers are listed alphabetically by state; projects connected with universities alphabetically by name of the university; and miscellaneous projects alphabetically. A feedback sheet is provided to encourage additional or corrected information for further editions. (DB)

ED 321 445 EC 231 565

Condry, Sandra
Families of Children with Technology Support. Annotated Bibliography. Report AB-1.
Kansas Univ., Lawrence. Beach Center on Families and Disability.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 21p.
AVAILABLE FROM- Assistant Director, Beach Center on Families and Disability, 4138 Haworth Hall, Lawrence, KS 66045 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Assistive Devices (for Disabled); Children; *Physical Disabilities; *Technology
IDENTIFIERS- *Technology Dependence; *Ventilator Dependence

The annotated bibliography provides bibliographic information and non-evaluative abstracts of about 50 reports, books, journal articles, etc., concerned with disabled children who require technology support. Citations are listed alphabetically by author and were published from 1978 to 1989. (DB)

Impairments.
PUB DATE- 24 Apr 90
NOTE- 67p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Ontario, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Basic Skills; *Career Education; Communication Skills; *Competency Based Education; Daily Living Skills; Developmental Stages; Interpersonal Competence; *Prevocational Education; Student Educational Objectives; *Visual Impairments; Visually Handicapped Mobility

The study identified elementary level non-academic employment competencies needed by students with visual impairments. The first phase of the study validated and prioritized 32 competencies needed for successful employment of adults with visual impairments. Competencies were rated by 141 professionals including coordinators of services for disabled university students, vocational rehabilitation counselors, personnel officers, and adult employees with visual impairments. A high level of agreement was found between groups of raters. The second phase involved the development and administration of an instrument comprised of 464 subcompetencies. Competencies were grouped into five domains: (1) daily living skills, (2) personal-social skills, (3) communication skills, (4) occupational information, and (5) orientation and mobility. Twenty-eight teachers rated 53 visually impaired students (aged 3-18) on the subcompetencies. An analysis of variance and Neuman-Keuls post-hoc test indicated that significant differences existed on 13 competencies based on age and level of visual acuity of the learners. Overall, the visually impaired students mastered an average of 148 subcompetencies by the age of 18. Appendixes list the 32 competencies, present the study's statistical data, and group subcompetencies by age level usually mastered by visually impaired children. Includes 17 references. (DB)

ED 321 461 EC 231 581

Cambone, Joseph
Building Structure into a Class for Emotionally Disturbed Children: One Teacher's Experience.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Conference of the American

widespread stability in the group, but little progress toward achieving real work goals. Most subjects were living with their parents/guardians. Competitive employment proved viable for many subjects, while supported work initiatives seemed to have had little effect in the area. Issues and service needs pertaining to these findings are also discussed. Contains 30 references. (PB)

ED 321 476 EC 231 597

Hulick, Chuck
Gifted Education Model Programs: Research Project Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- Feb 90
NOTE- 50p.; Funded by the Advisory Council on Gifted Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; *Delivery Systems; Educational Policy; Elementary Secondary Education; *Gifted; Organizational Theories; *Program Evaluation; School District Autonomy; *School Districts; *School Organization; School Policy; Special Classes; Special Education; Special Education Teachers; State Surveys; Student Attitudes; Student Reaction; Teacher Attitudes; *Teaching Models
IDENTIFIERS- *Kentucky

This report summarizes a survey of program organizational models used by 50 school districts in Kentucky to provide services to gifted and talented students. Models included: the pull-out model, self-contained classrooms, the cluster model, extra-school or after school programs, advanced placements, mentorships, and academic teams. Following a review of the literature, strengths and weaknesses of each model are listed, evaluations offered by teachers using each model, and teachers' assessments of students' reactions to the models discussed. Differences between districts and the role these differences may play in determining organizational models for use are also considered. Among findings was that the pull-out model, despite criticisms, was the most widely used model. The model survey is appended. Contains 21 references. (PB)

ED 321 491 EC 231 812

Berger, Sandra L.
Mentor Relationships and Gifted Learners. ERIC Digest #E486.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-5
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Disadvantaged Youth; Elementary Secondary Education; Females; *Gifted; Individual Needs; *Interpersonal Relationship; *Mentors; *Program Development; *Role Models; *Student Needs
IDENTIFIERS- ERIC Digests

This digest explores the concept of mentoring with gifted students and offers guidelines on its implementation. The literature on mentoring is reviewed, noting the maturing effect of mentor relationships and the particular value of mentors for disadvantaged students and for females. Among six guidelines offered are: decide what (not whom) the student needs, identify a few mentor candidates, and monitor the mentor relationship. Among questions to ask students are whether a student wants a mentor and whether the student is prepared to spend a significant amount of time with the mentor. Among questions to ask potential mentors are whether the mentor understands and likes working with children and adolescents and whether the mentor is willing to be a real role model. Includes 16 references. (DB)

ED 321 492 EC 231 813

Roedell, Wendy C.

Prereferral Interventions for Students with Learning and Behavior Problems. Super Search Reprint No. C574.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 82p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C574, $22.50 nonmembers; $18.00 members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Diagnostic Teaching; Educational Practices; Elementary Secondary Education; *Intervention; *Learning Problems; Models; National Surveys; *Referral; *Student Placement
IDENTIFIERS- *Prereferral Intervention

Seventy-seven references from the ERIC (Educational Resources Information Center) database and the Exceptional Child Education Resources database are presented, on the topic of prereferral interventions for students with learning and behavior problems. References are arranged by database and then alphabetically by author. Information for each reference includes bibliographic data, indexing data, and an abstract when available. In addition to the references, the texts of four background publications are offered. These publications include: (1) an abstract from the Research and Resources on Special Education series, titled "Prereferral Intervention: Using Mainstream Assistance Teams To Accommodate Difficult-To-Teach Students in General Education"; (2) "Implementing a Prereferral Intervention System: Part I. The Model," (1985) by Janet Graden and others; (3) "Implementing a Prereferral Intervention System: Part II. The Data" (1985) by Janet Graden and others; and (4) "Survey on Prereferral Practices: Responses from State Departments of Education," (1989) by Jane Carter and George Sugai. Articles 2-4 are reprints from the journal "Exceptional Children." (JDD)

ED 321 507 EC 231 828

ED 321 520 FL 018 551

Hurtgen, Andre; And Others
In the Asian Languages Maze.
PUB DATE- 90
NOTE- 6p.; Funded by John L. Wagner Co., L.P.A. of Cleveland.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Chinese; Elementary Secondary Education; Enrollment Trends; Higher Education; Instructional Materials; *Japanese; Language Enrollment; Language Skill Attrition; Language Teachers; Language Tests; Second Language Instruction; *Second Language Programs; Teaching Methods; Testing; Uncommonly Taught Languages
IDENTIFIERS- *Asian Languages

This document discusses the various problems students and teachers face in Asian language education programs at both the elementary secondary and university levels. Asian languages are much more difficult to learn than more commonly-taught languages like French or Spanish, and the available curriculum and testing materials are inadequate. There also appears to be an overall lack of coordination and contact between elementary secondary schools and university Asian language educators, leading to the repetition of work done at lower levels in the university and high attrition rates. Finally, there is no resounding consensus on teaching and testing methods for many Asian languages. Despite these problems, the importance of Asian countries and the new emphasis on foreign language education make it probable that both Asian language programs and enrollment in these programs will continue to grow. (JL)

ED 321 521 FL 018 554

Lindstromberg, Seth
Metaphor and ESP: A Ghost in the Machine?

culture. The program also encouraged parental involvement. Project CARE met its native language objectives in that 75 percent of participating students improved their native language skills, but did not have equivalent success with the ESL objective since less than 75 percent of the students showed significant improvement in English language skills as measured on the Language Assessment Battery. Students did, however, show a mean increase in English language skills. The project did not meet its content area objective calling for at least 70 percent of the students to pass their courses in mathematics, science, and social studies, and only partially met the goal of improving attendance rates. The dropout rate for project CARE students was less than for mainstreamed students. (Author/JL)

ED 321 537 FL 018 623

Numbers of Limited English Proficient Children: National State, and Language-Specific Estimates. Based on the 1982 Englisy Language Proficiency Survey and Special Tabulations of the 1980 Census.
Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Demography; *English (Second Language); Identification; *Language Proficiency; *Limited English Speaking; Minority Groups; *Statistical Surveys
IDENTIFIERS- *United States

Drawing on the 1982 English Language Proficiency Survey, where the English skills of students from language-minority households were compared with the skills of students from homes where only English was spoken, and on special tabulations of the 1980 census, this report presents estimates of national and state levels of the English proficiency of children from families where a language other than English is spoken. Approximately one-third of the school age children from homes where another language is used some of the time are distinctly limited in English. The numbers of limited-English-proficient (LEP) children vary substantially among states and across language groups. Variables generating model-based predictions of language-minority students' English proficiency

ED 321 552 FL 018 653

Ranard, Donald A.
Mutual Assistance Associations: Refugee Self-Help Groups Play Key Role. In America: Perspectives in Refugee Resettlement, Number 8.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Mar 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Buddhism; *Culture Conflict; *Indochinese; Land Settlement; Program Effectiveness; *Refugees; Volunteers
IDENTIFIERS- *Mutual Assistance Associations; Mutual Help Groups; Virginia

The history and current status of Indochinese Mutual Assistance Programs (MAAs) is reviewed, and a description is provided of the six kinds of MAAs that are found in the United States. They include the following: (1) cultural Preservation/Social Activities; (2) religious Services; (3) Special Constituency Groups; (3) Resettlement/Social Services; (4) Business and Economic Development; and (5) Advocacy and Political Action. Additional articles discuss the MAA's search for funding, their need for volunteers, the description of a successful MAA program, and a story about a Buddhist temple being planned in rural Virginia. (GLR)

ED 321 553 FL 018 664

Ney, James W.
Collaborative Learning in a TESL Training Class.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Experimental Teaching; Language Teachers; Models; Peer Evaluation; *Peer Teaching; Second

Heritage Language Resources: An Annotated Bibliography.
Manitoba Dept. of Education, Winnipeg. Multiculture Education Resource Centre.
REPORT NO.- ISBN-0-7711-0796-X
PUB DATE- 89
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Arabic; Cambodian; Chinese; Classroom Techniques; *Culture; Dutch; Foreign Countries; German; Greek; Hebrew; Hindi; *Instructional Materials; Italian; Japanese; Lao; Native Language Instruction; Polish; Portuguese; Russian; Second Language Instruction; Spanish; Tagalog; Teaching Methods; Ukrainian; *Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- *Heritage Language; Icelandic; *Manitoba

This bibliography is based on a collection at Manitoba's Multiculture Educational Resource Center and contains materials appropriate for the teaching of a number of languages other than French, English, and Canadian native languages. The focus is on heritage language teaching, but some titles pertain to the history and culture of the various language groups included in the bibliography. Citations are for kits, works of fiction, references, audio recordings, and video recordings, and are organized by language group, including: Arabic, Chinese, Dutch, Filipino, German, Greek, Hebrew, Hindi, Icelandic, Italian, Japanese, Khmer, Korean, Lao, Polish, Portuguese, Russian, Spanish, Ukrainian, and Vietnamese. An additional section on heritage language teaching methodology is included. Each citation includes basic bibliographic information and, in most cases, a brief annotation. (MSE)

ED 321 567 FL 018 688

Filipino, Grades 1-12.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0764-1
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

*Learning Theories; Second Language Instruction; Second Language Learning; *Sensory Integration; Student Attitudes; *Theory Practice Relationship

Six specific second language learning theories are presented and for each, an example of a practical, classroom application is provided. The theories include the following: (1) it is important to create a positive atmosphere in the classroom because cognitive learning increases when self-concept improves; (2) activities that employ multiple senses facilitate memory; (3) language learning is accelerated when the content is interesting and useful; (4) the major path to language competence is indirect, implicit, subconscious acquisition via comprehensible input, rather than direct and conscious learning through formal instruction; (5) comprehension is the first step in language acquisition; and (6) movement increases interest, focus, and motivation. A game incorporating several of these theories, and including specific classroom procedures, is also provided. The game is designed to review or introduce nouns, phrases, or other structures and to reinforce comprehension or speaking skills. A brief annotated bibliography is appended. (MSE)

ED 321 582 FL 018 720

Hakuta, Kenji; D'Andrea, Daniel

Some Properties of Bilingual Maintenance and Loss in Mexican Background High School Students.

PUB DATE- Feb 90

NOTE- 55p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Bilingualism; English; *Family Environment; Family Relationship; High Schools; High School Students; Immigrants; *Language Attitudes; *Language Maintenance; Language Proficiency; Language Research; *Language Role; Language Tests; *Mexican Americans; Spanish; Trend Analysis

IDENTIFIERS- Language Choice

Properties of maintenance and loss of Spanish/English bilingualism were investigated in 308 high school students of Mexican background. Key variables investigated included: (1) actual and self-reported proficiencies in Spanish and English; (2) self-reported language choice behavior in various settings; and (3) language attitude. The biggest difference in Spanish proficiency

Non-Classroom Use (055)

DESCRIPTORS- Agency Cooperation; Citizenship; Compliance (Legal); Curriculum Development; English (Second Language); *Immigrants; *Institutional Cooperation; *Labor Education; *Literacy Education; Program Development; Public Policy

IDENTIFIERS- *Immigration Reform and Control Act 1986; Special Agricultural Worker Program

This handbook provides information and ideas to be considered in the formation of the kinds of partnerships among service providers (i.e., advocacy groups, coalitions, educational agencies, churches, community-based organizations, etc.) that will be needed to enable both documented and undocumented immigrants to meet the Phase 2 legalization regulations of the Immigration Reform and Control Act of 1986 (IRCA). Chapters address the following: educational requirements for immigrant legalization under IRCA; regulations governing IRCA legalization programs, including requirements for eligibility, application procedures, the differential requirements of the Special Agricultural Worker (SAW) program, and eligibility for United States citizenship; approaches and considerations in working with coalitions, hotlines, and non-profit legal agencies to disseminate information about Phase 2; potential for bringing community issues and student concerns into the legalization curriculum; status of newly legalized workers in the changing economy; specific challenges in helping workers become legalized; specific strategies for employers interested in collaborating with coalitions and service providers; regulations concerning employer sanctions and anti-discrimination provisions; responding to immigrant worker needs for English as a Second Language and civics instruction; development of an appropriate curriculum; and the situation of a large population of undocumented persons, many of them refugees from the wars in Central America, who arrived after 1982, the cut-off date for the general legalization program. Appended materials include Immigration and Naturalization Service test questions and sentences, a list of resource centers, an extensive list of print and non-print resources, addresses of regional processing facilities and legalization offices, and an overview of legalized alien eligibility for public benefits. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 597 FL 800 146

Dilts, Russell; Fakih, Mansour

Community Newspapers. Technical Note Number 27.

ED 321 611 FL 800 191

Castillo. Alice R.; And Others
English in the Workplace for Hotel Housekeepers. Manual and Curriculum Guide.
Fairfax County Public Schools, VA. Dept. of Vocational, Adult and Community Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.
PUB DATE- 90
NOTE- 173p.
GRANT- 6-E002659
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Curriculum Guides; Educational Objectives; *Hospitality Occupations; *Hotels; *Housekeepers; Interpersonal Communication; Lesson Plans; *Literacy Education; Program Design; Public Relations; Records (Forms); Second Language Instruction; Visual Aids; Vocabulary; *Vocational English (Second Language)
IDENTIFIERS- 310 Project; *Workplace Literacy

This manual and curriculum guide describe the steps in the development of a workplace English program for hotel housekeepers, offers methods for needs assessment, outlines a curriculum, provides reproducible hands-on classroom activities designed to practice the concepts of the curriculum and to trigger teachers' imaginations, and offers general and specific resources. A series of lesson plans introduces a variety of pertinent topics and functions, including: giving and taking directions (hotel signs, hotel locations, room and floor numbers, using prepositions, giving and following commands); quest relations (greetings and responses, small talk, requesting permission, offering supplies, understanding requests); forms (simple forms, lost and found form, time sheets, pay stubs, work schedule); and reporting information (calling in sick, reporting repairs needed, preventing and reporting accidents). Each lesson includes objectives, procedures, and exercises, sometimes with variations. Visual aids are incorporated into the lessons, and a series of reproducible visuals is also appended. A brief bibliography and list of supplementary resources are included, and sample forms for teacher use are also appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

7-10, 1987).

Alliance, an Association for Alternative Degree Programs.; American Council on Education, Washington, D.C.

PUB DATE- Oct 87

NOTE- 316p.; Also sponsored by the International University Consortium.

AVAILABLE FROM- The Alliance, Adult Degree Program, Mary Baldwin College, Staunton, VA 24401 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Education; *Adult Programs; *Adult Students; College Curriculum; College Instruction; College Programs; *Distance Education; *External Degree Programs; Graduate Study; Higher Education; Marketing; Teaching Methods

Proceedings of an international conference on adult and external degree programs are presented. Selected papers are drawn from the areas of distance learning, support services, intra-institutional, curriculum, and teaching. They include: "Uses of Distance Education for Graduate Professional Degrees" (Ruth J. Person and Raymond Vondran); "Library Services of Off-Campus Programs" (William Aguilar, Marie Kascus, and Doris R. Brown); "Reducing Opposition in the University" (Joseph Baglio); "Integrating the Teaching of Thinking, Writing and Math Reasoning into Distance Learning" (Dan A. Davis); "The Capstone Student: Breaking Boundaries and Building Bridges Intra-Institutionally" (Robert Carter); "Students: An Untapped Resource for Adult Programs" (Thomas E. McDuffie); "Quality in Off-Campus Videobased Graduate Technical Education" (Stanley A. Huffman and Harvey R. Stone); "Demonstration of Baccalaureate-Level Competency" (Thomas Taaffe and Lenore Burgard); "Building Faculty Consensus at a Distance" (Judy Deleau); "Non-Traditional Programs: The Programs People Love to Hate" (Colin Silverthorne); "Orienting the Adult Learner" (John C. Adams, Daniel Fulks, and Norma J. Strickland); "Overarching Themes: An Approach to Curriculum Design" (Sarah Evans); "Articulation of Proprietary Schools and College: A Model" (Terry Dunford); "Program Enhancement through Publications" (John Walter Mey); "Contextual Knowing: Teaching Strategies for Adults" (Donald B. Pribor); "Curricula for Mid-Career Professionals" (Merl Baker); "Research in Distance Learning" (Bobbi L. Kamil, Joyce Nielsen, James F. Niss, and Paul W. Grimes); "Marketing to Adult Learners" (Nancie Thole, Sharon O'Brien, and Susan English); "Advisement of Adult Learners: Research from the Field" (Jan-Marie Spanard and Ulestine Watson); "Curricular Innovation in Graduate Professional Education: The Balance with Liberal Learning" (Jean W. Knoll and Catherine Marineau); "Archiving as Means to Study Teaching" (Sharon E. Simone); "New Opportunities in Distance Learning" (Daniel Granger and Michael F. Beaudoin); "Teaching Adult Teachers about Teaching Adult Learners" (Jack Hirschfeld); "Silicon and Ivy: New Pathways to Higher Education" (William J. Seaton); "Models of Individualized Degree Programs" (Kent Warren); "External Degree Programs: Lessons from Experience" (Anna Bolling, Earl Hausle, and Karla M. Klinger); and Transcripting of Non-Traditional or Extra-Institutional Credits" (Marie Redwine). Author and institution indexes are provided. Contains references throughout. (KM) to attend a post-secondary institution. (Author/MSE)

ED 321 639 HE 023 657

Meredith, Larry D.
Project Success.
American Association of State Colleges and Universities, Washington, D.C.; Edinboro Univ. of Pennsylvania.
PUB DATE- 90
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advance Organizers; *After School Programs; College Entrance Examinations; Communication Skills; Disadvantaged Youth; Elementary Secondary Education; Enrichment Activities; Higher Education; *Minority Groups; Program Descriptions; Responsibility; Skill Development; State Universities; Student Attitudes; *Summer Programs; Tutorial Programs; *Weekend Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Edinboro University of Pennsylvania

Project Success consists of after-school, weekend, and summer educational programs geared toward minority and disadvantaged students to increase their numbers seeking postsecondary education from the Meadville, Pennsylvania area. The project is funded primarily through the Edinboro University of Pennsylvania, whose administration is committed to increasing that student population. In its fifth year of operation, its budget totaled $28,950. The project's numerous components are intended to motivate students to continuously do their best, learn responsibility, develop effective communication skills, and build self-confidence. The Pee Wee Program brings elementary school children together for instruction in arts, crafts, nature, and sports and recreational activities. The Communication Skills Program equips disadvantaged students for effective general communication by teaching students to speak English well, have proper conduct, and develop techniques necessary for securing a job. The Cultural Program includes history lessons, art classes, music classes, and cultural outings. Scholastic Aptitude Test preparation classes offer instruction in math, English, science, and history, and the program helps defray the students' cost of taking the test. (Author/MSE)

DESCRIPTORS- *Black Colleges; *Fund Raising; Higher Education; *Private Financial Support; Program Descriptions; Program Development; Program Effectiveness; Small Colleges; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Kentucky State University

The efforts of Kentucky State University to inaugurate a comprehensive development program to increase private financial support for essential programs are described. The 14 major objectives established by the institution's development office in 1982 and the programmatic approaches used over a period of 7 years to achieve each objective, are featured. Highlights include: the university's annual fund drive; alumni participation; special fund-raising programs; endowment building efforts; research, preparation, and submission of competitive proposals to outside funding agencies; and major donor identification and cultivation programs. Particularly significant in the remarkable results achieved by the university are the institution's restricted access to wealth and the limited resources allocated by the university in support of its development program. For 2 years, the program has been recognized nationally for its effectiveness. (Author/MSE)

ED 321 652 HE 023 670

Schroeder, Gertrude
Writing-Across-the-Curriculum Program.
American Association of State Colleges and Universities, Washington, D.C.; Troy State Univ., Ala.
PUB DATE- 4 Oct 89
NOTE- 24p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Consultation Programs; *Curriculum Development; *Faculty Development; Higher Education; Interdisciplinary Approach; Program Descriptions; Program Effectiveness; State Universities; Teacher Participation; Workshops; *Writing Across the Curriculum; *Writing Instruction

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Troy State University AL

After a year of research and planning, Troy State University's Writing-Across-the-Curriculum program began in winter quarter of 1988. Program proponents believe that: (1) writing is a powerful tool for learning, and (2) the instructor in a discipline can best teach the kinds of writing, research, and documentation pertinent to his field. Interested faculty are invited to apply for the annual interdisciplinary faculty workshop and subsequent activities, including incorporating writing-to-learn activities in one course per quarter and attending three followup meetings each quarter. Participants receive support throughout the year from program personnel who conduct followup meetings and classroom workshops and fill requests for assistance in writing assignment design. Writing center personnel work with students individually and offer workshops on the various kinds of writing that teachers require. Data gathered quarterly indicate that participating faculty and students find the program beneficial. (Author/MSE)

Seven papers making up Track IV of the 1989 conference of the Professional Association for the Management of Information Technology in Higher Education (known as CAUSE; an acronym of the association's former name) are presented in this document. The focus of Track IV is on policy and standards issues and the papers include: "Developing Guidelines for Information Resource Management: A Grass-Roots Process in a Decentralized Environment" (Lore Balkan and Philip Sheldon); "Establishing and Implementing Policies and Procedures for End User Training in Higher Education" (Anne Knight and Elaine Cousins); "A Methodology for Standardization: From Eighteen Word Processors to One" (Brenda L. Bailey, Richard A. Metzger, and Ginger M. Willis); "Data Administration: Problems and Solutions" (Ronald G. Hoover); "Preparing for CASE: Implementation of a Structured Project Life Cycle" (Richard H. Seivert); "Strategies for Delivering On-Line Application Systems to a Large Campus" (Warren H. Curry and Peter Maren); and "Administrative and Management Computing: The Next Steps" (Edgar Frackmann). Most of these papers include an abstract. (DB)

ED 321 665 HE 023 683

Managing Information Technology: Facing the Issues. Track V: Telecommunications and Networking Issues.
CAUSE, Boulder, Colo.
PUB DATE- 90
NOTE- 62p.; In: Managing Information Technology: Facing the Issues. Proceedings of the 1989 CAUSE National Conference; see HE 023 678.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (entire proceedings only: $45.00 members, $75.00 non-members.)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; Computer Uses in Education; Cooperation; Higher Education; Local Area Networks; *Networks; Planning; Research Libraries; State Programs; Technological Advancement; *Telecommunications
IDENTIFIERS- *CAUSE National Conference; Frostburg State College MD; McGill University (Canada); National Research and Education Network; Ohio Network for Information Exchange; Pennsylvania State University; Strategic Planning; Winthrop College SC

Seven papers making up Track V of the 1989 conference of the Professional Association for the Management of Information Technology in Higher Education (known as CAUSE, an acronym of the association's former name) are presented in this document. The focus of Track V is on telecommunications and networking issues and the papers include: "Networking Ohio Colleges in Support of Statewide Economic and Human Resource Development Strategies" (Richard C. Decker et al.); "Reaching the Promised LAN" (John Bates and Gerry LeClerc); "Potential Impacts of the National Research and Education Network on Research Libraries and the Scholarly Community" (Nancy Allen and James F. Williams II); "National Networking Update: How It Affects Your Institution" (abstract of panel discussion); "Towards Negative Entropy: A Strategic Plan" (William J. Moressi et al.); "Changing World Brings Strategic Changes at Penn State" (Steve H. Updegrove and David L. Phillips); "Phase I of a Comprehensive Approach to the Planning and Design of a Multi-Purpose Fiber-Optic Cabling Plant" (Roger V. Bruszewski). An abstract is provided with most of these papers. (DB)

IDENTIFIERS- *AIR Forum

A description is provided of the development of a university assessment and planning system for all levels of the university. The system is applied in a case study of a regional university. The designed system takes into account the constraints of the state budgeting system, the planning procedures of the state-wide university system, and the management philosophy of the school's chancellor and administration. Individual unit plans; student placement data; student, faculty, and alumni surveys; the faculty evaluation system; and academic degree program reviews are used to provide assessment information for planning. The development of the assessment process is shown in a step-by-step approach. Progress stemming from the integration of university planning and assessment are discussed within the context of the activities generated. Contains 14 references. (GLR)

ED 321 680 HE 023 698

Montgomery, James R.
Leadership in Middle Administration. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; Higher Education; *Interpersonal Relationship; *Leadership; Leadership Qualities; Leadership Styles; *Middle Management; Motivation
IDENTIFIERS- *AIR Forum; Grids

Leadership and the need for middle-level administrators in colleges and universities to develop and hone their leadership skills in order to success are addressed. The nature of leadership is analyzed from the observation that most people aspire to influence, or, more directly, to power. A two-dimensional leadership grid is provided to help illustrate that leadership behavior is an intermingling of several factors encompassing directing and supporting functions. Seven propositions on probable differences in mid-level positions from those of senior officials are offered along with ideas on differing leadership emphases. Suggestions are also made of the steps that middle-management leaders and their staffs can take to enhance leadership skills. Contains 16 references. (GLR) postsecondary education public policy in Iowa. All the study activity created considerable apprehension on campus. Several studies were viewed as program eliminators. Data collected externally compared with departmental data was often shown to be inconsistent, further enhancing apprehension. Reconciling the data proved to be difficult and underscored the need for an information system: an electronic storehouse that can efficiently and consistently meet the data needs of future studies. Enthusiasm has increased from all quarters for building the information that is now in its beginning stages. Contains 23 references. (GLR)

ED 321 695 HE 023 713

Bell, Stephen
Research Activities of Community College Faculty: Experience at the Ontario Colleges of Applied Arts and Technology. AIR 1990 Annual Forum Paper.
PUB DATE- May 90
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Community Colleges; Faculty Publishing; Foreign Countries; Higher Education; Institutional Research; Professional Development; *Research; *Research and Development; Teacher Effectiveness; Technology Transfer; Two Year Colleges
IDENTIFIERS- *AIR Forum; *Ontario

A sample of seven colleges was chosen for a study on the research activities of community college faculties in Ontario. Faculty (N=394 out of a possible 865) were asked to indicate how often they participated in 22 different research activities and how characteristic these activities were of their role as community college faculty. The primary interest of the study was to determine the structure underlying the data to see whether community college faculty were using the university definition of what constitutes research (publishing) as a basis for defining their research role as compared to a broader definition of what constitutes research in the community college environment (applied expertise). Results showed that a small core of community college faculty were engaged in traditional university research activities such as reviewing proposals for funding agencies, publishing or editing books and monographs, and delivering papers to professional society meetings. Community college faculty were, however, more apt to engage in research activities related to the applied mission of the community college. These data suggest that continued research should examine what these results might mean in terms of teaching effectiveness, institutional quality, and overall faculty job satisfaction and productivity. Contains 20 references. (GLR)

ED 321 708   HE 023 726

Rochlin, Joyce T.; Weislogel, Louis F.
Experiencing an Epidemic: A Seminar Designed To Explore the Spread and Prevention of the AIDS Virus.
PUB DATE- Apr 90
NOTE- 49p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Students; Community Colleges; *Group Discussion; Higher Education; Intervention; *Knowledge Level; Pretests Posttests; *Program Effectiveness; Psychology; Questionnaires; Seminars; *Student Attitudes

A seminar was designed to present AIDS (Acquired Immune Deficiency Syndrome) related information to 52 college students enrolled in Psychology 101 courses at Essex Community College in Maryland. First, a questionnaire was administered to determine student knowledge about AIDS. The next part of the procedure was an intervention in the form of a class lecture/discussion seminar which focused on the correct answers to the questions and implications for personal behavior and responsibility. Pretesting and posttesting were done to evaluate the intervention. The study showed that students held more misconceptions about personal vulnerability and personal responsibility than about the societal consequences of AIDS. Posttesting with students who either had or had not attended the intervention seminar indicated that students who had attended the seminar performed 58% better than those who did not attend the seminar. Both groups knew more about the physiological manifestations of AIDS and its transmission than about personal vulnerability or the role individuals play in spreading the virus. The questionnaire is appended. Contains 54 references. (DB)

class and of each other's perceptions of that content. Results support efforts to expand writing activities across the college curriculum. Samples of questions and answers and a form for writing and rating questions are attached. Contains 55 references. (DB)

ED 321 722 HE 023 763

Lewis, David G.
Government Materials on Enrollment Management and Planning in Higher Education: A Resource Guide.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Enrollment; Enrollment Projections; Enrollment Trends; *Government Publications; Higher Education; Information Dissemination; *Information Sources; State Programs
IDENTIFIERS- New York

The guide is intended to provide admissions directors, academic deans, institutional planning officers, and faculty with access to government sources of information concerning college enrollment management. Sections provide information on: using the guide; additional government document information sources; using government documents; acquiring government documents; the Depository Library System; ordering from the Superintendent of Documents; a summary of steps to obtain federal government documents; a listing of local area selective depository libraries; a simplified guide for ordering government documents; the Monthly Catalog of United States Government Publications; using New York State documents; characteristics of New York State documents; the Dictionary Catalog of Official Publications of the State of New York; the Educational Resources Information Center (ERIC); relevant search terms, definitions, and subject headings; and legislative history. Specific enrollment management information sources are listed under the following categories: overview of enrollment management; background readings; statistical and factual enrollment management sources; marketing and higher education; college and univesity planning; admissions standards; bibliographies; race and gender in admissions. Also described are nongovernment enrollment management resources, relevant offices to contact for further information, ERIC clearinghouses, federal agencies, state agencies, congressional committees, and an international agency (Unesco). (DB) television, home video systems, and communications satellites, and on the role of the viewer in influencing decision making about television programming). Each unit contains textual material about television and its role in society; activities are for use either individually, in small groups, or by an entire class. Readings present further information and also, frequently, people's opinions about television. An index is provided. (GL)

ED 321 736 IR 014 498

Pieters, Jules M., Ed.
Instructional Aspects of Intelligent Tutoring Systems.
Twente Univ. of Technology, Enschede (Netherlands).
REPORT NO.- ISBN-90-365-0298-5
PUB DATE- 89
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Expert Systems; Foreign Countries; *Grammar; Interaction; *Problem Solving; *Programing; *Spelling Instruction
IDENTIFIERS- *Intelligent Tutoring Systems

This collection contains three papers addressing the instructional aspects of intelligent tutoring systems (ITS): (1) "Some Experiences with Two Intelligent Tutoring Systems for Teaching Computer Programming: Proust and the LISP-Tutor" (van den Berg, Merrienboer, and Maaswinkel); (2) "Some Issues on the Construction of Cooperative ITS" (Kanselaar, Andriessen, Barnard, and Erkens); and (3) "Artificial Intelligent Tools for Grammar and Spelling Instruction" (Pijls, Daelemans, and Kempen). Each of the papers includes refrences. (GL)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Experience; Foreign Countries; Higher Education; *Nontraditional Students; *Student Attitudes; Student Motivation
IDENTIFIERS- Riverina College (Australia)

This document brings together four invited papers by external students who have graduated from Riverina College: (1) "The External Student: One Profile" (Christine Del Gigante); (2) "Managing Life as a External Student" (Robert Landow); (3) "The Computerised Student" (John Chant); and (4) "The Right to Study" (Coral Davidson). Topics covered include problems relating to tiredness, social life, and textbooks; overcoming these and other obstacles; support from colleagues and family; successful management techniques for external students; and the motivations of external students. The papers from students with varied interests and backgrounds, together with editor's commentary, offer an overview of life as an external student. (MES)

ED 321 750 IR 014 518

Roberts, David, Ed.; Meacham, David, Ed.
Occasional Papers in Distance Education. Number 9.
Charles Sturt Univ.-Riverina, Wagga Wagga (Australia). Div. of External Studies.
REPORT NO.- ISBN-0-947330-27-5
PUB DATE- Apr 90
NOTE- 48p.
AVAILABLE FROM- Charles Sturt University-Riverina, P.O. Box 588, Wagga Wagga, New South Wales 2650, Australia ($5.00 Australian).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Computer Science Education; *Distance Education; *Electronic Mail; *External Degree Programs; Foreign Countries; Higher Education; *Media Selection; Student Attitudes; Surveys; Teacher Employment Benefits; *Workers Compensation
IDENTIFIERS- *Wine Science

This collection of documents contains four papers: (1) "An Orientation Seminar for Prospective Wine Science and Viticulture participants in an assessment process which provides participants with feedback on skills and abilities related to the successful performance of school building administrators. Noting that the system consists of a set of six simulation exercises which have been designed to measure 136 behavioral descriptors, the report describes the process by which scores for all exercises are weighted and combined to produce overall descriptor scores which, in turn, are weighted and combined to produce scores on 12 skill and ability dimensions, i.e., instructional leadership and supervision, human relations competence, judgement, organizational ability, educational values, oral communication, written communication, problem analysis, creativity, decisiveness, group leadership, and resourcefulness. The Microrim R:Base database used to generate the feedback documents and the content of the documents themselves are described. In addition, sample feedback documents are provided. (GL)

ED 321 764 IR 014 533

Lorentsen, Annette; And Others
Technology & New Pedagogy in Open Learning. TNP-Series No. 2.
Aalborg Univ. (Denmark).
PUB DATE- Oct 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Technology; Engineering Education; Foreign Countries; Higher Education; *Open Education; Second Language Instruction; Social Sciences; *Teaching Methods
IDENTIFIERS- Denmark

This report describes TNP (Technology and New Pedagogy in Open Learning), a 3-year cross-disciplinary research project undertaken with collaboration from all three main areas of the Aalborg University Center (humanities, social sciences, and technical sciences). Noting that TNP combines insight from educational policy, communication theory, and pedagogy, and aims at developing educational technologies to be applied in distance education, the report presents a conceptual clarification of the terms "open learning" and "distance education" and describes the main dimensions of the project: (1) the political and sociological dimension; (2) the pedagogical dimension; (3) the communicative dimension; and (4) the didactic dimension in engineering, social sciences, and foreign languages. A list of project participants is included. (36 references) (Author/GL)

Governing Councils; Community Colleges; *Disabilities; Disadvantaged; *Equal Opportunities (Jobs); *Faculty Recruitment; *Handicap Discrimination; Personnel Selection; Teacher Recruitment; Two Year Colleges

With the increased funding made available by California Assembly Bill 1725, community college faculty members have the opportunity to inform themselves and make changes in policy regarding the disabled. The disabled are often overlooked as a special interest or underrepresented group in affirmative action plans. Individuals involved with the disabled can play critical roles in assisting local academic senates to make their schools aware of the need to recruit and hire the disabled. These specialists can help the senates by pointing out the poor representation of the disabled among faculty, staff, and administrators, and by influencing local policy development and hiring decisions. They should also serve on affirmative action committees as representatives, in order to further sensitize the campus community to the needs of the disabled. Districts and local senates should work together to review district affirmative action plans. Because our culture places extreme value on physical perfection, the disabled face formidable obstacles in becoming part of the community. Within the collegiate setting, these harmful perceptions can be changed. This legislation's focus on staff and faculty development will facilitate modifications in the curriculum and the teaching-learning environment in order to encourage greater recognition of and sensitivity toward the disabled. (WJT)

ED 321 778 JC 900 324

The Academic Performance of Transfers from Virginia's Public Two-Year Institutions at James Madison University.

James Madison Univ., Harrisonburg, Va.

PUB DATE- May 89

NOTE- 14p.; Product of the Office of Planning and Analysis.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; College Credits; *College Transfer Students; Community Colleges; Enrollment Trends; Grade Point Average; Higher Education; Information Dissemination; *Intercollegiate Cooperation; State Surveys; *Transfer Policy; Two Year Colleges

In response to state guidelines which require senior institutions

Department includes a brief introduction to cooperative education, and the mission statement and goals of the department. The bulk of the document consists of 10 appendixes. The first appendixes contain flow charts showing the total education system as a combination of classroom and workplace experiences, the key players in cooperative education, and Mohawk's strategic planning model for cooperative education. Appendix 3 shows the college's mission statement and objectives, while appendix 4 presents the mandate and terms of reference given to the curriculum development subcommittee of the College Cooperative Educators of Ontario. Appendixes 5 and 6 include the questionnaire used and results of a survey of 68 faculty members regarding the job placement and experiential learning roles of cooperative education. Appendix 7 presents criteria for assessing cooperative education programs. Appendix 8 contains the recommended work profile of a cooperative education coordinator. Appendix 9 provides information on Mohawk's newest cooperative education program in packaging management and technology. Finally, appendix 10 illustrates the college's cooperative education and graduate placement structure. (JMC)

ED 321 791 JC 900 377

Hernandez, Kathleen Rodarte
Are New Models of Student Development Needed? ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-89-06
PUB DATE- Dec 89
NOTE- 3p.
CONTRACT- RI88062002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Role; Community Colleges; Futures (of Society); Individual Development; Institutional Mission; *Models; *Student Development; Student Improvement; *Student Personnel Services; *Student Personnel Workers; *Theory Practice Relationship; Two Year Colleges
IDENTIFIERS- ERIC Digests

Although the role of the student development professional has select instances of unethical behavior among some professionals. One history professor responded to claims that he was a boring lecturer by presenting videotaped instruction; one English professor failed a student on an exam because the student missed the exam, even though she had called the professor with a valid excuse; and one male faculty member sexually harassed students whom he believed would not be taken seriously if they reported his abuses, such as foreign, obese, mentally retarded, emotionally disturbed, and/or physically handicapped students. There are four strong reasons why academicians should be ethical. The first is the long historical tradition of ethics in education, described by Plato, Aristotle, and Quintilian, among others. Second, academicians are members of a profession with a code of ethics and professional judgment to which the courts of the land defer; this legal deference carries a concomitant expectation of ethical professional behavior on the part of educators. Third, academic accrediting institutions have an obligation to assure themselves that institutions under review conduct their affairs with honesty and frankness. The fourth reason for ethical behavior is that educators are role models for students. In order to promote an ethical climate on campus, academicians should take personal action by becoming advocates for victims of unethical behavior, by implementing a code of ethics on campus, and by encouraging their institutions to offer a course in ethics on campus. (JMC)

ED 321 804 JC 900 393

Craig, Ford M.
Two-Year College Alumni Associations: Topical Problem Paper.
PUB DATE- Aug 90
NOTE- 16p.; Graduate seminar paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Alumni; *Alumni Associations; College Presidents; Community Colleges; Financial Support; Literature Reviews; Newsletters; *Program Development; *School Community Relationship; *Two Year Colleges

One form of linkage between the two-year college and its community is a college alumni group. A review of the literature indicates that two-year college alumni organizations do not have a long history, and those which do exist are very recent creations. They can benefit the college by: (1) providing a good form of external

Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Organization; *Classroom Environment; Classroom Observation Techniques; Classroom Techniques; *Emotional Disturbances; Males; Residential Schools; *Special Classes; *Special Education Teachers; *Teacher Attitudes

The paper is a description of how one teacher structured a classroom for five seriously disturbed violent boys (ages 5.5 to 8 years) at a private residential and day school for emotionally disturbed students. Anecdotes are reported as well as the teacher's reflections. Changes in the teacher's original planned class structure while maintaining the same overall goals reflected the students' needs especially concerning nap time, the afternoon period, and the morning opening period. Since transitions were difficult, the teacher attempted to minimize them through moving as seamlessly as possible from activity to activity, keeping as many boys occupied for as long as possible with one activity, then slipping into the next. Enthusiastic student response to books and a decrease in number of serious or violent episodes were among the results of the teacher's flexible restructuring. Appended is information on the researcher's role and method and on school organization. (DB)

ED 321 477 EC 231 598

Der-Karabetian, Aghop; Fichtner, Patricia
Androgyny and Occupational Orientation among Gifted Elementary School Children.
PUB DATE- 87
NOTE- 25p.; Earlier version of paper presented at the Western Psychological Asssociation Conference (Long Beach, CA, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Androgyny; Career Choice; Comparative Analysis; *Gifted; Interest Inventories; Intermediate Grades; Nontraditional Occupations; *Sex Differences; Sex Role; Sex Stereotypes; *Student Attitudes; *Vocational Interests
IDENTIFIERS- Childrens Sex Role Test

This study examined gender roles and career orientation among 126 male and 126 female fourth through sixth grade gifted students. The Children's Sex Role Test was used to assess masculinity, femininity, and androgyny. While results showed more gender appropriate scores for males than females, overall more boys than girls were classified as androgynous. Both genders overwhelmingly expressed interest in professional occupations, but boys gave their reason for this choice as "challenge" while girls explained their choice in terms of "concern for others." Boys chose traditionally masculine careers more often, but a trend was observed for girls to choose these careers more often in upper grades. Contains 18 references. (PB)

Nurturing Giftedness in Young Children. ERIC Digest #E487.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-EC-90-6
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Child Development; Cognitive Development; Developmental Stages; *Early Childhood Education; *Educational Needs; *Gifted; Individualized Instruction; Individual Needs; Interpersonal Relationship; Social Development; Young Children
IDENTIFIERS- ERIC Digests

The digest addresses ways that parents and educators can nurture giftedness in young children. Problems in appropriate school placement for young gifted children with uneven development are discussed and illustrated with examples. In selecting a program, parents need to look for a highly individualized program in which children are encouraged to progress at their own learning rate, with planned opportunities for development of social, physical, and cognitive skills in an informal classroom atmosphere. Parents also need to support the child's need for friendship with intellectually equal children. Includes six references. (DB)

Preventive Discipline and Behavior Management Practices. Super Search Reprint No. 572.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 112p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C572, $22.50 nonmembers; $18.00 members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline; Educational Practices; Elementary Secondary Education; Prevention; Student Behavior
IDENTIFIERS- *Behavior Management

A paper by Christine Cheney, titled "Preventive Discipline through Effective Classroom Management," introduces the issue of preventive discipline and behavior management practices. Following the reprinted paper, 149 citations from the ECER (Exceptional Child Education Resources) database and the ERIC (Educational Resources Information Center) database are presented. These citations contain bibliographic information, indexing information, and an abstract of the document when available. Four basic types of references are included: journal articles, documents available from the ERIC system, commercially published materials, and doctoral dissertations. (JDD)

PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); *English for Special Purposes; Language Research; Linguistic Theory; *Metaphors; Phrase Structure; Second Language Instruction; Semantics; Textbooks

The theory of conventional metaphor, as developed by Lakoff and Johnson (1980) is briefly recapitulated. The implications of this theory for teaching English for Specific Purposes are outlined. Chief among these cannot be accurately understood if the metaphorical chaining is not retracted; and (2) the ability of metaphor to add lexis that is not normally thought of as pertaining to the field in question. A plea is made for a field-by-field study of the role of metaphor in ESP texts. (Author/JL)

included household education level, family income, nativity and recency of immigration, and parental judgement of children's abilities. Estimates based on the model indicated that there were significantly more LEP children in the United States than were estimated or identified by state education agencies. (JL)

Language Instruction; Second Language Learning; *Student Attitudes; Student Participation; *Student Teachers; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Collaborative Learning

On the basis of a model established for the teaching of various linguistic and writing classes, a collaborative learning model was used for class instruction and for the training of teachers of English as a Second Language (ESL). The model involved: (1) trainee presentations based on the explanation of material from assigned readings in the text(s); (2) daily quizzes of the material from the assigned reading; and (3) peer grading of the daily quizzes and exams with the instructor spot checking for accuracy of grading. Student attitudinal surveys revealed a positive perception of student teachers on the whole. These positive perceptions were especially evident in those measures focusing on the involvement that students have in their own educational process. Perhaps an even greater positive aspect of the collaborative learning model was the thoroughness with which the teacher-trainees mastered the subject matter, and the discipline that it introduced into the educational process, manifesting itself in better classroom attendance. Future studies of other collaborative learning processes should reveal more about the nature of student-teacher interaction and better explain current findings. (Author/GLR)

DESCRIPTORS- Cultural Education; *Curriculum Design; Curriculum Guides; Elementary Secondary Education; Foreign Countries; Instructional Materials; Native Language Instruction; Second Language Instruction; *Tagalog; *Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Heritage Language; *Manitoba

The curriculum for Manitoba's heritage language instruction program in Filipino outlines the curriculum's rationale and design and suggests techniques and materials for carrying out instruction. Introductory sections discuss general program goals, general and specific objectives for each language skill area (listening, speaking, reading, writing, and cultural knowledge), suggested time allotments, and oral and written evaluation methods for grades 1-6 and 7-12. Subsequent sections outline in greater detail the curricula for these grade groupings, including content objectives, skill objectives for each grade level, and topics that should be covered. A sample unit scope and sequence is provided. The upper-level curriculum contains more specific information on curriculum content. Two final sections offer suggested approaches and materials for the teaching of culture and a list of recommended texts and support materials. (MSE) was found between the student born in the United States of parents born in Mexico, and the student whose parents were born in the United States. Maintenance of Spanish proficiency was associated mainly with adult language practice in the home, and was not predicted by the subjects' choice of language outside the home or by language attitude. In turn, adult language choice was found to be affected by the demographic fact of immigration, the adult's ability to use English in the home, and increasing distance in the familial social ties to Mexico. Outside the home, language choice showed rapid and constant shift toward English, unrelated to Spanish proficiency but predicted by the subjects' language attitudes. Language attitude also appeared to contaminate self-reported proficiency in both Spanish and English. Finally, testing suggests that attrition of Spanish is best characterized as difficulty of retrieval rather than total loss. (Author/MSE)

Massachusetts Univ., Amherst. Center for International Education.
REPORT NO.- ISBN-0-932288-80-4; TR-27
PUB DATE- 89
NOTE- 26p.
AVAILABLE FROM- Publications Coordinator, Center for International Education, Hills House South, University of Massachusetts, Amherst, MA 01003 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Involvement; *Community Programs; *Developing Nations; Foreign Countries; *Literacy Education; *Newspapers; Program Development; Rural Education
IDENTIFIERS- *Bulletin Kejar; *Indonesia

This guide to the creation and publication of a low-cost village-level community newspaper is based on actual experience in Indonesian villages. The guide focuses on participatory creation and management that allows the community to maintain total control over production. One newspaper, the Bulletin Kejar in West Java, is described as an illustration of techniques used successfully over a number of years. The following aspects of the newspaper are examined: (1) the program context and inception; (2) the evolution of the publication itself in three stages; (3) lessons from experience and some issues that have not been addressed; and (4) considerations for establishing a similar publication program in other communities (purpose, program setting, resources, and audience). Another notable Indonesian village journalism program resulting in 15 independent village journals is also briefly described. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Students" (A. V. Hood), which describes an innovation organized by staff involved in the external teaching of wine science and viticulture who sought to break down the barriers and concerns of prospective students contemplating enrolling in these programs in 1990; (2) "Electronic Mail Evaluated: A Case Study" (T. R. Frost and D. W. Roberts), which reports on the use of electronic mail to promote faculty-student communication in a database systems course; (3) "Workers Compensation for Distance Educators...A Few Problems and Possible Solutions" (B. C. Williamson), which explores issues affecting academic staff involved in off-campus or off-shore residential school situations; and (4) "Data Communications and Distance Education" (R. E. Moore), which recommends that the process of media selection for distance education be informed by learning theory. References are provided in each of the papers. (GL)

to provide two-year colleges with information on transfer students' academic performance, this report describes the procedures developed by James Madison University (JMU), in Virginia, to share information with the two-year colleges and presents results of a study of the academic performance of JMU transfers from Virginia's public two-year colleges. Following an introductory section, the report describes the methods used to determine the information needs of the two-year colleges and to protect the students' right to privacy. Next, results of the transfer student study are presented, indicating that: (1) unsolicited responses from two community colleges attested to the usefulness of the data collected; (2) 393 two-year college students transferred to JMU between 1985 and 1989; (3) four Virginia community colleges accounted for 72% of all of JMU's transfer students; (4) an average of 42.7 transfer credits were accepted per student, and more than half of the students transferred more than 40 credits; (5) 88.4% of the transfers were either on the president's list, dean's list, or in good standing; (6) the combined grade point average (GPA) of the transfers was 2.73, compared to 2.79 for all JMU students enrolled during fall 1988; and (7) transfers performed well in most disciplines except biology, chemistry, mathematics, physics, accounting, and economics, where the overall GPA was below 2.2. (WJT)

changed along with the mission of the community colleges, the models providing a theoretical framework for the profession have remained relatively unchanged. In 1937, the American Council on Education published a statement which declared that student development professionals were to facilitate the intellectual, personal, social, and moral development of the student. A number of theoretical models have since evolved. In 1972, a Human Development Facilitator Model was proposed that presented the student personnel worker as committed to positive human development and as possessing the skills and expertise needed to implement programs for the realization of human potential. Another model, the Maintenance Model, reduced the student development function to an unintegrated set of services available through various offices of the college. In 1975, the American College Personnel Association released a position paper which emphasized the intentional and systematic use of adult development theories in carrying out assigned functions, such as skill and attitude development and the integration of learning experiences. In 1986, the League for Innovation in the Community College reaffirmed the principles of student development established in previous years and recommended minimum requirements for assuring student success. Challenges expected to influence the student development profession in the coming decade include the quality reformation, educational technology, financial constraints, changes in institutional mission, and enrollment management. These challenges will required the development of innovative strategies and practices to address future needs. (JMC) public relations for institutions; (2) helping in various forms of fund raising; (3) prompting institutions to maintain current address and phone data, thus making follow-up studies easier; (4) offering scholarships for incoming students; and (5) serving as a source of volunteer help when needed. Their members can serve a valuable function as advisors on curriculum committees, and as resource people on career days. According to the literature, alumni appear to be attracted by at least three general groupings of activities: social events, such as travel tours and reunions; productive or functional events, such as committee service and fund raising; and fringe benefits, including preferential access to libraries and athletic events. Important guideposts to the creation of an effective alumni organization include getting the college president's support, assigning a staff member to guide alumni affairs, and developing a newsletter to keep alumni informed. (JMC)

Teachers

An overview of incentive programs for teachers, administrators, and schools is presented in this report. Topics of discussion include trends in state and local funding, rewards based on teacher performance versus student performance, and program evaluation and outcomes. Discussion findings indicate that the most important and persistent questions concern effects on student learning, on schools, and on the professional appeal of teaching. Third-party evaluations are recommended for local programs supported by state funding. Collegiality among teachers, administrators, and policymakers is crucial for incentive program success. Descriptions of 1989 incentive programs by state and a list of state contacts are included. (13 references) (LMI)

DOCUMENT RESUME

ED 321 805 JC 900 394

Anthony, John; And Others.
Engaging Psychology and History in Experiential Learning.
Collin County Community Coll., McKinney, TX.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Curriculum Design; Curriculum Evaluation; *Educational Innovation; *Experiential Learning; History; Instructional Effectiveness; *Learning Strategies; Psychology; School Business Relationship; Student Attitudes; *Student Centered Curriculum; *Student Participation; Two Year Colleges

In order to encourage active participation in the learning process on the part of students, the faculty in the Collin County Community College District (CCCCD) adopted experiential modes of teaching. The specific structure, methods, and content of the experiential component purposely remained individualized to the needs of the subject area and the creativity of the teaching faculty. However, common features characterized the experiential components: they were learner-centered and student-directed; they were perception based; and they placed emphasis on problem-solving, discovery, inquiry, practical application of course content, holistic understanding, and the heuristic process. The experiential component was applied to many disciplines, including accounting, mathematics, humanities, and sociology. Two very different disciplines which were developed and evaluated were psychology and history. The psychology department implemented a laboratory component, extensive writing to learn, classroom research, and business/industrial linkages through internships. The challenges for the psychology department's comprehensive experiential learning process were: physical space to conduct experiments, coordination of laboratory equipment between part-time and full-time faculty and multi-campuses; and grading time. The history program required students to create a video documentary in place of the traditional research paper. Other projects which history students completed included a sociological analysis of television shows and historical

DOCUMENT RESUME

ED 321 818 JC 900 415

Walters, Judy; Howard, Darlinetta
Accomplishments in Faculty and Staff Development, 1988-1990.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Aug 90
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; College Faculty; *Community Colleges; Educational Improvement; Educational Needs; *Faculty Development; Faculty Integration; *Intercollegiate Cooperation; Models; Personnel Integration; *Staff Development; State Aid; State Legislation; State Surveys; Statewide Planning; Two Year Colleges
IDENTIFIERS- Assembly Bill 1725 (California); *California

In spring 1989, the California Legislature provided $5 million for faculty and staff development at California Community Colleges during the 1988-89 fiscal year. Another $5 million was allocated in July 1989 for 1989-90. These funds, allocated under Assembly Bill (AB) 1725, were provided for each campus to establish an advisory committee composed of faculty, classified employees, and administrators; to conduct a staff development needs assessment; to develop a plan to meet those needs; and to implement the planned activities. In April 1990, the Chancellor's Office requested that each college provide information on any faculty and staff development activities, explaining whether such activities were financed through AB 1725 or with District funds, and providing statistics on the number of people participating in each development activity. The colleges were asked to provide information on: (1) any outstanding activity financed with AB 1725 funds; (2) any activity relating to underrepresented groups, affirmative action, upward mobility and intercultural workshops; and (3) any activity carried out with a sister institution or neighboring college. Synopses are provided of the responses of 33 colleges to any or all of these questions. (Author/GFW)

DOCUMENT RESUME

ED 321 831 JC 900 432

Gordon, Howard R. D.; Cooper, Sharon P.

Analysis of the Postsecondary Training Certificate Program in Floral Design and Marketing at Florida Community College at Jacksonville.

PUB DATE- Dec 90
NOTE- 19p.; Paper prepared for presentation at the Annual Convention of the American Vocational Association, Postsecondary Division (Cincinnati, OH, November 30-December 4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Community Colleges; Course Selection (Students); Dropout Rate; Employment Patterns; *Enrollment Trends; *Job Placement; Minority Groups; *Outcomes of Education; School Holding Power; Student Attrition; Tables (Data); Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Floral Designers; *Florida Community College at Jacksonville

In 1990, a study was conducted at Florida Community College at Jacksonville (FCCJ) to determine enrollment, withdrawal, and placement patterns in the college's floral design and marketing certificate program and to identify changes needed to strengthen the program. The program focused on the theory and practice of floral design and marketing, complemented by courses in employability skills, entrepreneurship, and salesmanship. The sample for the study was a nonrandom sample of all 278 students who had enrolled in the program from fall 1987 through spring 1990. Major findings of the study were as follows: (1) program enrollments increased in each year of the study, and most of the enrolled student were female; (2) although there were no minority students enrolled in the program in its first year, minority enrollment increased every year thereafter; (3) withdrawal rates fluctuated greatly every term, with the highest rate of attrition (36%) occurring in winter 1988; (4) fewer students enrolled in the management courses than in the three design courses, and only 32 students enrolled in the cooperative internship program over the 3 years; (5) only seven students completed all course requirements

DOCUMENT RESUME

ED 321 844 PS 018 876

Katz, Lilian G.
Issues in Early Childhood Education and Their Implications for Data Collection: Synthesis of Round One Papers.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Differences; *Day Care; Early Childhood Education; Educational Policy; Educational Quality; *Educational Trends; Individual Characteristics; *Outcomes of Education; Parent School Relationship; Personnel; *Preschool Education; Quality of Life; Research Design; *Research Needs; *Social Influences
IDENTIFIERS- Caregiver Child Relationship; *Program Characteristics

The purpose of this paper is to synthesize the ideas and proposals in 10 papers commissioned by the National Center for Education Statistics to identify issues in early childhood education which have major relevance to public policy. Part I offers a brief overview of the context in which the issues were raised, focusing on current trends, information gaps, fragmentation of services, the low quality of out-of-home provisions, and the stability of effects. Part II gives particular attention to three interrelated questions: (1) Where are the children? (2) What is the quality of their experience? and (3) What impact does early out-of-home experience have? Question 1 is discussed in terms of identifying a sample of target children. Discussion of question 2 probes contrasts between home and out-of-home settings, indices of quality, perspectives from "above" and "below" and indices of quality, parameters of environments and indices of quality, structural characteristics of the setting, characteristics of adults and adult-child relationships, stability of relationships, issues in the continuity of experience, and language and linguistic usage. Question 3 is explored with regard to cultural appropriateness and continuity, staffing, and parent-school relations. Part III briefly summarizes the outcomes of the synthesis and makes recommendations for further research on four

DOCUMENT RESUME

ED 321 858 PS 018 919

Computers in Head Start Classrooms: Recommendations from the Head Start/IBM Partnership Project.

MOBIUS Corp., Alexandria, VA.

PUB DATE- Mar 90
NOTE- 94p.
AVAILABLE FROM- MOBIUS Corporation, 405 North Henry Street, Alexandria, VA 22314 (single copy free; multiple copies, $4.00 each, postpaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Compensatory Education; *Computer Uses in Education; Guidelines; Inservice Teacher Education; *Learning Centers (Classroom); *Microcomputers; *Parent Participation; Preschool Education; Volunteers
IDENTIFIERS- Program Characteristics; *Project Head Start

This report offers a series of recommendations for the creation of a successful computer learning center in the Head Start classroom. Based on a 6-month study involving 44 classrooms in 11 programs in 7 states, recommendations focus more on children, teachers, and classroom activities than on computers and software. The report recommends many practical teaching activities for use with children, and many training and support strategies for teachers. A summary of the recommendations is followed by information on the Head Start/IBM Partnership Project (a joint effort of the Head Start Bureau and the Educational Systems Division of International Business Machines Corporation); a rationale for computers in the classroom; organization of the computer learning center; the process of introducing children to computers; the process of training and supporting teachers; the process of involving parents and volunteers; and characteristics of successful Head Start program implementation. Appendices include a list of participating organizations, descriptions of hardware and software, technology readiness self-assessment questionnaires for individual staff members, and diagrams of computer placement and equipment

DOCUMENT RESUME

ED 321 872 PS 018 933

Lally, J. Ronald, Ed.
Social-Emotional Growth and Socialization. Infant/Toddler Caregiving: A Guide.
Far West Lab. for Educational Research and Development, San Francisco, CA. Center for Child & Family Studies.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Child Development.
REPORT NO.- ISBN-0-8011-0876-4
PUB DATE- 90
NOTE- 105p.; For other guides in the program for infant toddler caregivers, see PS 018 930-932.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($8.25, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; Day Care; Discipline; Early Childhood Education; *Emotional Development; Guidelines; *Infants; Personality; Self Esteem; *Social Development; *Socialization; Teacher Role; *Toddlers
IDENTIFIERS- *Infant Care

Rich in practical guidelines and suggestions and intended for use with videos illustrating key concepts and caregiving techniques, this guide was written to help caregivers with their day-to-day efforts to nurture social and emotional growth in infants and toddlers. The guide is divided into five sections. In the first three sections, nationally recognized experts approach the question of how caregivers can nurture early social and emotional growth. Concerning the developing self, papers in section 1 discuss temperaments of and emotional development in infants and toddlers. Dwelling on the development of social skills, section 2 presents papers on creating nurturing relationships with infants and toddlers, and on self-esteem, security, and social competence. Section 3, on guidance, includes a paper on socialization, guidance, and discipline with infants and toddlers. The papers in each section are followed by related information from research and

DOCUMENT RESUME

ED 321 888 PS 018 954

Samaras, Anastasia P.
Beyond "Scaffolding": The Role of Mediation in Preschoolers' Self-Regulation of Model-Consultation with Microcomputer Puzzles.
SPONS. AGENCY- Maryland Univ., College Park. Dept. of Curriculum and Instruction.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Microcomputers; Models; *Preschool Children; Preschool Education; Pretests Posttests; *Problem Solving; Puzzles; *Teacher Influence; *Tutoring
IDENTIFIERS- *Mediation; *Self Regulation

The effectiveness of specfic dimensions of adult mediation on preschoolers' self-regulation of a model-consultation strategy was evaluated in a microcomputer-based problem-solving task. Two trained tutors taught 61 children who were pretested and randomly assigned to one of four treatments devised to test two factors of mediation: access and analysis of a picture-puzzle model prior to or during problem solving. Tutorial interchanges were designed on the basis of the Vygotskian tenet that effective instruction includes a concern for children's actual and potential developmental levels and occurs through participation with others during problem solving. Measures of self-regulated piece placements, children with self-regulated look-backs, children retrieving pieces after self-regulated look-backs, trials and test time were calculated from three videotaped sessions and used to assess children's self-regulation during treatment and in immediate and delayed posttests. Analyses revealed significant differences for the access and analysis effects in posttests, but only in the delayed posttest for the latter. Significant differences were found for the planned contrast. Children who received the "during access/analysis" treatment were more likely to have self-regulated look-backs and retrieve more pieces from self-regulated look-backs than children receiving the other three treatments, but only in the

DOCUMENT RESUME

ED 321 904 PS 018 983

de Smet, James A.
Assisting Kindergarten through Fifth Grade Teachers To Improve Their Parent Conferencing Skills.
PUB DATE- Apr 90
NOTE- 115p.; Ed.D. Proposal, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Communication Skills; Elementary Education; *Elementary School Teachers; *Interpersonal Competence; *Parent Teacher Conferences; *Teacher Improvement
IDENTIFIERS- *Oregon

A speech pathologist designed and implemented a practicum study for the purpose of strengthening the conference skills of kindergarten through fifth-grade teachers at three elementary schools. The primary goal of the practicum was to provide the teachers with a method and the skills needed to promote effective cooperation between parent and teacher. A second goal was to help the teachers achieve a skill level at which they would feel comfortable during most teacher-parent conferences. Pre- and post-tests surveying teachers' perceptions of competence in seven areas were administered. Teachers were recruited to participate in the intervention. Orientation sessions for the teachers were planned and conducted. The program was supervised, maintained, and evaluated. Evaluation data suggested that the intervention was effective in improving teachers' social and communication skills. Appendices provide results of pre- and post-tests, measures employed, and other related materials. (RH)

ED 321 905 PS 018 984

DOCUMENT RESUME

ED 321 918 RC 017 617

Montgomery, Diane; And Others
Screening for Giftedness among American Indian Students.
PUB DATE- 20 Mar 90
NOTE- 16p.; Paper presented at the Annual Conference of the American Council for Rural Special Educators (10th, Tucson, AZ, March 20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; Academic Aptitude; American Indian Education; *American Indians; Check Lists; Elementary Education; *Exceptional Child Research; *Gifted; *Identification; Measurement Techniques; Models; *Screening Tests

The purpose of this study was to investigate and identify traits describing gifted American Indian elementary school students. A large sample of characteristics was acquired from past or existing programs for gifted American Indian students, an investigative Q study, and relevant literature. The items were narrowed down to create a validation instrument of 60 descriptors representing 7 general categories of giftedness, as grouped by American Indian adults from several Plains tribes. The instrument was applied and completed by teachers of 812 gifted and non-gifted American Indian children in Minnesota, New Mexico, New York, Oklahoma, and Washington. Of these, 251 instruments were analyzed for this study. The results identify 30 items that significantly differentiate gifted American Indians from other students. The items appear to describe goal-directed and highly creative skills involving problem-solving and working in groups. A checklist of 28 positively worded and scored "tribal cultural characteristics" is suggested as an aid in identifying gifted American Indian students. Tables include a t-test of means between gifted and non-gifted groups for each of the 60 descriptors. (TES)

DOCUMENT RESUME

ED 321 931 RC 017 634

Nguyen, Thuha; And Others
A Summary of Participation and Achievement Information as Reported by State Migrant Education Programs for Fiscal Year 1985. Volume 2: Achievement.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 87
NOTE- 69p.; For Volume 1: Participation, see RC 017 633.
CONTRACT- 300-85-103
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement; *Achievement Gains; Achievement Rating; Elementary Secondary Education; *Mathematics Achievement; Migrant Children; *Migrant Education; *Migrant Programs; Migrant Youth; *Reading Achievement; School Statistics; *State Programs; Student Characteristics; Student Mobility; Summer Programs; Tables (Data)
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Migrant Education Program; Normal Curve Equivalent Scores

This is the second of two volumes of a report summarizing participation and achievement information from the 1984-85 school year of the Education Consolidation and Improvement Act (ECIA) Chapter 1 Migrant Education Program. This volume presents achievement information provided by state education agencies. Because of language and mobility problems, scores of migrant students were typically underrepresented. State data inconsistency, incompatibility, and inadequacy also contributed to an incomplete description of migrant achievement. No attempt was made to develop a national profile. The volume presents state-by-state achievement summaries. Where possible, the summaries include the number of students represented in the evaluation, test results by the area and term for all grades combined, the type of testing schedule and data reported, the type of scoring or measurement used, and the methods used to compile the data. Achievement data were received from 37 states. This figure includes 30 of the 48 states offering regular-term programs and 20 of 41 states offering summer-term programs. Most states submitted achievement information based on

DOCUMENT RESUME

ED 321 944 RC 017 662

Stickel, Sue A.
A Study of Role Congruence between School Counselors and School Principals.
PUB DATE- 15 Feb 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 15, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Congruence (Psychology); *Counselor Attitudes; Counselor Evaluation; Counselor Performance; Counselor Role; Elementary Secondary Education; *Principals; *Rural Schools; School Counseling; *School Counselors
IDENTIFIERS- *Counselor Administrator Relationship; Counselor Role Inventory

This paper describes a study examining differences between rural counselors and principals. The study used the Counselor Role Inventory (CRI) to look at 105 Western schools which had a single counselor-principal pair. Sixteen survey questions were consolidated into four role functions: prevention, remediation, commitment, and sub-professional duties. Principals were asked to respond twice to each question, once as a consideration of the school counselor's "ideal role," and again as they considered typical practice in their schools. Counselors responded three times, the third response seeking the counselor's perception of how the principal viewed the counselor's role. Data were analyzed to identify patterns and magnitude of congruence between the two groups. Congruent patterns were evidenced in only 11 of 35 possible congruences. The data indicates, however, that the differences causing the divergent patterns were very small, suggesting substantial agreement between counselors and principals concerning the counselor's role. Both groups saw a similar, relatively small gap between the ideal set of activities and what was typically being done. Counselors viewed their principals as favoring less prevention, remediation, and commitment functions, and more sub-professional duties than was actually noted by principals. The

DOCUMENT RESUME

ED 321 956 RC 017 685

Clifton, James A.; And Others
People of the Three Fires: The Ottawa, Potawatomi, and Ojibway of Michigan. Workbook and Teacher's Guide .
Grand Rapids Inter-Tribal Council, MI.
SPONS. AGENCY- Department of Commerce, Washington, D.C.; Dyer-Ives Foundation, Grand Rapids, MI.; Michigan Council for the Humanities, East Lansing.; National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-9617707-0-8
PUB DATE- 86
NOTE- 225p.; Some photographs may not reproduce well.
AVAILABLE FROM- Michigan Indian Press, 45 Lexington N. W., Grand Rapids, MI 49504.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indians; *American Indian Studies; Environmental Influences; Federal Indian Relationship; Political Influences; Secondary Education; *Social Change; Sociocultural Patterns; Socioeconomic Influences
IDENTIFIERS- Chippewa (Tribe); *Michigan; Ojibway (Tribe); Ottawa (Tribe); Potawatomi (Tribe)

This book accompanied by a student workbook and teacher's guide, was written to help secondary school students to explore the history, culture, and dynamics of Michigan's indigenous peoples, the American Indians. Three chapters on the Ottawa, Potawatomi, and Ojibway (or Chippewa) peoples follow an introduction on the prehistoric roots of Michigan Indians. Each chapter reflects the integration of cultural and historical information about the Indians. The chapter on the Potawatomi stresses the political activities and economic forces affecting the tribe in southwestern Michigan. It includes biographical information on 19th century Potawatomi leaders. The second chapter focuses on the subsistence patterns and indigenous environmental relations of the Ojibway,

DOCUMENT RESUME

ED 321 968 RC 017 857

Pepper, Floy C.
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-90-8
PUB DATE- Jun 90
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Alaska Natives; American Indian History; American Indians; *American Indian Studies; *Curriculum Development; *Curriculum Problems; *Elementary Education; Eskimos; *Ethnic Bias; *Ethnic Stereotypes; Federal Indian Relationship; Information Sources; Instructional Improvement
IDENTIFIERS- ERIC Digests

This ERIC digest gives elementary school teachers realistic information about American Indians and Alaska Natives and identifies some of the common myths based on ethnic bias. Bias against Indians is often the result of inaccurate information. Stylized classroom accounts of Indian life reinforce "buckskin-and-feather" or "Eskimo and igloo" stereotypes. Indians who defended their homelands from invaders have been portrayed as enemies of progress, barriers to frontier settlement, and, more recently, a "social problem" draining national resources. Teachers can be victims of the instructional materials they count on, and so they should become consciously aware of the processes by which they choose such materials. In recent years, American Indians have recognized their right to insist upon accurate and unbiased accounts of their own history and culture and more and more

DOCUMENT RESUME

ED 321 981   SE 051 489

Molleson, Ann L.; Gallagher-Allred, Charlette R.
Nutrient and Drug Interactions. Nutrition in Primary Care Series, Number 3.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 36p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Dietetics; Disease Control; *Drug Therapy; Drug Use; Health Education; *Independent Study; Interaction; *Medical Education; Medicine; *Nutrition; *Nutrition Instruction; Pharmacology; Physiology; Preventive Medicine; Science Education; Therapeutic Environment; Therapy
Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. The modules were written by dieticians and nutritionists working closely with physicians. The modules were field tested and reviewed by basic and clinical science faculty in a number and variety of educational programs. This module focuses on the complex interactions between drugs, food, and nutrients; specifically, the effect of drugs on absorption, metabolism, and excretion of nutrients; and the effect of food on the bioavailability and effectiveness of medications. Included are the learning goals and objectives, self-checks of achievement with regard to goals, tables, and references for the

DOCUMENT RESUME

ED 321 994 SE 051 502

Latanick, Maureen Rogan; Gallagher-Allred, Charlette R.
An Office Strategy for Nutrition-Related Patient Education and Compliance. Nutrition in Primary Care Series, Number 16.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 30p.; For related documents, see SE 051 486-501. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Counseling Techniques; *Dietetics; Disease Control; Health Education; *Independent Study; *Medical Education; Medicine; Nutrition; *Nutrition Instruction; Office Management; Physiology; Preventive Medicine; Science Education; Special Health Problems; Teaching Methods; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge to health care providers, and in particular primary care physicians. This module describes some general counseling and educational skills and techniques that can be useful for physicians and their staff for promoting behavioral changes in patients. The focus is on nutritional care. The module also provides a model for delivering nutritional care in the office setting that utilizes common resources. Included are learning goals and objectives, self-checks of achievement with regard to goals, and references. (CW)

DOCUMENT RESUME

ED 322 007 SE 051 519

Corn, Juliana, Ed.; And Others
Teaching Remedial Mathematics to Students with Learning Disabilities.
Queensborough Community Coll., Bayside, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 85p.
GRANT- G008630155-88
AVAILABLE FROM- Professor Sandra Peskin, LD Math Project, Department of Mathematics, Room S-245, Queensborough Community College, Bayside, NY 11364 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Arithmetic; Audiovisual Aids; *College Mathematics; *Community Colleges; Computer Assisted Instruction; Computer Uses in Education; Higher Education; *Learning Disabilities; Learning Strategies; Mathematics Education; Program Descriptions; *Remedial Mathematics; Teaching Guides; Teaching Methods; Tutorial Programs; Two Year Colleges

This handbook was developed as one of the objectives of a 3-year federally-funded model project to teach remedial mathematics to community college students with learning disabilities (LD). The underlying theme of this document is to provide a comprehensive plan to assist faculty, tutors, learning center personnel and others engaged in the effort to make basic concepts of arithmetic and algebra comprehension for learning disabled students. The handbook includes: (1) a description of the course for which this curriculum was designed including learning objectives; (2) faculty training materials including, a survey of faculty knowledge and attitudes regarding LD students, a list of the effects of learning disabilities, suggested teaching strategies and course requirement adjustments, sample problems which include task analyses which enumerate the concepts, skills, and strategies involved in each problem, and a discussion of the problems and strategies associated with testing LD students; (3) tutor training materials which

DOCUMENT RESUME

ED 322 021 SO 020 890

Patrick, John J.
Social Studies Curriculum Reform Reports. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-90-3
PUB DATE- Apr 90
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Development; Curriculum Problems; *Educational Change; Educational Resources; *Elementary School Curriculum; Elementary Secondary Education; Geography; History; *Secondary School Curriculum; *Social Studies
IDENTIFIERS- 1980s; ERIC Digests

The 1980s were years of concern about the curricula in elementary and secondary schools. Throughout the decade educators in the social studies, as well as in other fields of knowledge, formed curriculum study groups to assess the status quo and to recommend improvements in widely distributed reports. This ERIC Digest examines: (1) four social studies curriculum reform reports of 1989; (2) the treatment of geography and history in these reports; (3) challenges to the expanding environments curriculum; and (4) implementation of recommendations for curriculum reform. (Author)

DOCUMENT RESUME

ED 322 036 SO 030 007

The Holocaust: A North Carolina Teacher's Resource.
North Carolina State Council on the Holocaust, Raleigh.; North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 89
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; Citizenship Education; Curriculum Development; Ethnic Discrimination; Instructional Materials; Jews; *Nazism; Religious Discrimination; Secondary Education; Social Studies; State Curriculum Guides; Student Educational Objectives; *World History; World War II
IDENTIFIERS- *Holocaust

A guide for teaching about the Holocaust, this document is divided into three main parts: overviews, lesson plans, and student handouts. Seven overviews provide short summaries of a topic related to the Holocaust. Intended to supplement the information in textbooks and provide a background for teaching the lessons that follow, the topics include a history of Anti-Semitism; Hitler's rise; prewar Nazi Germany; the Holocaust; the resisters, bystanders, and rescuers; and remembering and forgetting. Each of the 10 lessons in this guide contains lists of necessary materials, key vocabulary terms that may be unfamiliar to students, a three-step instructional plan, and one or more student handouts. There are 21 handouts in all, most of which are primary source documents. A Holocaust time line, a glossary of terms, an annotated bibliography of related books and audio-visual materials conclude this guide. (DB)

ED 322 037 SO 030 010

DOCUMENT RESUME

ED 322 052 SO 030 081

Naka, Chieko Nabetani; Hansel, Bettina
The AFS Volunteer Resources Study: Summary of Findings from Japan.
AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.
PUB DATE- Jan 89
NOTE- 13p.; For related documents, see SO 030 078-084.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Studies; Exchange Programs; Foreign Countries; *Foreign Culture; Higher Education; High School Students; Intercultural Programs; *International Organizations; *International Programs; Secondary Education; *Student Volunteers; Voluntary Agencies; *Volunteer Training
IDENTIFIERS- *Japan

The concept of volunteerism is not well known in Japan and the word itself, "borantia" is borrowed from English. However, voluntary programs do exist in Japan. This report attempts to describe the way in which volunteerism operates (or does not operate) in Japan by discussing the organization of Japanese society, its implications for volunteerism, the primary motivations for volunteering, personal constraints to volunteering, and the key characteristics of volunteer involvement. A number of recommendations also are made for the further development of Japanese volunteerism. Though the case presented is that of Japan, many of the issues raised also have relevance for other societies and cultures. The report is intended to help volunteers and those who work with them gain a clearer understanding of their work and to discover better ways to accomplish goals. (DB)

ED 322 053 SO 030 082

DOCUMENT RESUME

ED 322 068 SO 030 105

Renner, Michael

Swords into Plowshares: Converting to a Peace Economy. Worldwatch Paper 96.

Worldwatch Inst., Washington, D.C.

REPORT NO.- ISBN-0-916468-97-6

PUB DATE- Jun 90

NOTE- 90p.

AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Disarmament; *Economics; Foreign Countries; Futures (of Society); Global Approach; *International Relations; *National Defense; *Peace; Social Change; World Problems

IDENTIFIERS- China; *Economic Conversion; Europe (East); USSR

Recent world developments have created an opportune time for nations to vigorously pursue a policy of converting the huge portion of their economies that traditionally have been devoted to military expenditures to more socially productive uses. This paper outlines a strategy for such a conversion, and discusses the issues that must be confronted in such a process. Specific aspects of conversion include: (1) misconceptions about lessening military spending; (2) building a conversion coalition; (3) the paths forged by China and the Soviet Union; (4) upheaval in Eastern Europe; and (5) grassroots initiatives in the West. It is concluded that the gathering pressure for disarmament suggests that conversion will be a topic gaining importance during the 1990's. A number of statistical tables, charts, and maps appear throughout this paper, and 127 endnotes are provided. (DB)

DOCUMENT RESUME

SP

ED 322 084 SP 032 142

Daugs, Donald R.; Fukui, Francine
Playground Perspectives: A Curriculum Guide for Promoting Playground Safety.
Utah State Univ., Logan.
SPONS. AGENCY- Utah State Dept. of Health, Salt Lake City. Family Services Div.
PUB DATE- 88
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accident Prevention; *Educational Resources; Elementary Education; First Aid; *Injuries; *Playgrounds; *Safety; Student Evaluation

This curriculum guide is an interdisciplinary approach designed to reduce childhood accidental injuries on the playground. Materials are designed to provide background information and teaching resources for teachers that will be useable in a wide variety of environments. The first chapter provides a general background on playground hazards and guidelines for specific playground equipment, first aid, and emergency care. The chapter also includes information on school policy and procedures for playground safety under Utah environmental health regulations. Chapter 2 consists of two sections. The first section includes a curriculum framework and student assessment instruments; the second contains individual learning activities. (JD)

DOCUMENT RESUME

ED 322 100 SP 032 397

Kennedy, Mary M.
Trends and Issues In: Teachers' Subject Matter Knowledge. Trends and Issues Paper No. 1.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-89333-069-8
PUB DATE- Aug 90
NOTE- 36p.
CONTRACT- RI88062015
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($12.00 prepaid); also available from The National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Degrees (Academic); Higher Education; *Intellectual Disciplines; *Knowledge Level; Preservice Teacher Education; *State Standards; Teacher Characteristics; Teacher Evaluation; *Teacher Qualifications; Teaching Methods; Trend Analysis
IDENTIFIERS- *Knowledge Base for Teaching

Studies have addressed the substantive knowledge of teachers and the content that is actually taught in classrooms. Some research has indicated that teachers have difficulty teaching certain areas because they themselves lack sufficient understanding about those areas. In considering the kind or amount of subject matter knowledge teachers need, discussion centers around the content of the subject itself, the organization and structure of that content, and methods of inquiry used within the subject. These three aspects are construed as the core aspects of subject matter knowledge. Consideration of subject-specific pedagogy provides the example of a science teacher who wants students to understand the scientific method. Three different pedagogies are described, each teaching

DOCUMENT RESUME

ED 322 116 SP 032 480

McNeely, Sonja R.; Mertz, Norma T.
Cognitive Constructs of Pre-Service Teachers: Research on How Student Teachers Think about Teaching.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Behavior Change; Classroom Techniques; Discipline; Higher Education; Negative Attitudes; Preservice Teacher Education; Secondary Education; *Student Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship; *Teaching Experience

This study focused on preservice teacher' cognitions and preconceptions about teaching. It examined what and how student teachers thought about teaching as they began their experience, the relationship between their thinking about teaching and their teaching behaviors, and how their thinking about teaching changed over the course of the experience. Eleven preservice secondary teachers were followed through their student teaching program. The subjects were required to keep a journal daily and to complete six topical papers during the course of the program. Classroom observations were conducted weekly. It was found that initially the student teachers focused on the teaching situation (content, lesson preparation, learning outcomes) and on their performance of these teaching tasks. As they assumed more responsibility and tested their cognitive construct against the realities they perceived, they discarded the cognitive construct, focusing rather on survival concerns--classroom control and coping with the demands of students. The change in constructs was reflected in changes in observed classroom behavior. Questions are raised for further research. (JD)

DOCUMENT RESUME

ED 322 131 SP 032 523

Kentucky Teacher Internship Program (KTIP): Handbook for Teacher Interns and Teacher Internship Committees.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Jul 90
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Internship Programs; Principals; *Program Implementation; Resource Teachers; State Programs; Teacher Behavior; *Teacher Certification; Teacher Educators; *Teacher Interns
IDENTIFIERS- *Kentucky

The Kentucky Teacher Internship Program provides a comprehensive supervision, assistance, and assessment education program for beginning teachers. Its major objective is to establish a formal system whereby principals, resource teachers, and teacher educators assist, supervise, and assess the progress of new teachers. School personnel and teacher educators are trained in the use of a performance measurement system based on behaviors shown by research to have a direct relationship to improved pupil achievement. An intern who, in the judgment of the Teacher Intern Committee, has made expected professional progress and completed the educational requirements will have the provisional teaching certificate extended for the remainder of the usual duration period established for that particular certificate. An intern whose skills are judged to be below an acceptable level may continue the internship for a second year. This handbook outlines the responsibilities and expectations for both the teacher intern and the committee members (the principal, the resource teacher, and the teacher educator/instructional supervisor). Appendices include the sample forms used in the program. (JD)

DOCUMENT RESUME

ED 322 146 SP 032 597

Mergendoller, John; Packer, Martin J.
Cooperative Learning in the Classroom: A Knowledge Brief on Effective Teaching.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 13p.
CONTRACT- 400-86-0009
AVAILABLE FROM- Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Educational Objectives; Elementary Secondary Education; Group Activities; *Grouping (Instructional Purposes); Instructional Effectiveness; *Learning Strategies; *Student Motivation; *Teamwork

This monograph offers some basic information for putting cooperative learning into practice. Eight popular cooperative learning approaches are first outlined. The approaches vary along two dimensions: how tasks are assigned and divided among students, and what counts toward team scores and rewards. Certain approaches have all students working on the same task, while others divide tasks among team members. Some give group rewards based on the total of individual team members' achievement, while others either do not give group rewards, or they reward groups as a whole based on something other than individual performance. A description is given of the different ways these models structure student tasks, accountability, and rewards. As an aid to determining which approaches are best suited to particular instructional purposes, four cooperative learning goals are described: (1) to improve relations among groups; (2) to help the academically handicapped; (3) to increase self-esteem; and (4) to foster positive feelings about learning and school. Practical suggestions on using cooperative learning are offered as well as resources for further

DOCUMENT RESUME

ED 322 159 TM 015 250

Noble, Julie P.; McNabb, Terry
Differential Coursework and Grades in High School: Implications for Performance on the ACT Assessment. ACT Research Report Series 89-5.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- Aug 89
NOTE- 72p.; Some tables in the appendices have small, light print.
AVAILABLE FROM- ACT Research Report Series, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Records; College Bound Students; *College Entrance Examinations; College Preparation; *Course Selection (Students); Grade 11; Grade 12; *Grades (Scholastic); Higher Education; High Schools; *High School Students; *Performance Factors; *Predictor Variables; Racial Differences; Sex Differences; Standardized Tests
IDENTIFIERS- *ACT Assessment

A random sample of the records of all juniors and seniors tested under the American College Testing Program (ACT) during 1986-87 was selected to assess the relationships among the number and type of college preparatory courses students take, their grades in those courses, and their ACT test scores. Focus was on the impact of differential course-taking patterns on the ACT scores according to gender and racial/ethnic group membership. Data for 5,655 seniors and 5,624 juniors from 28 states were analyzed. Regression models were developed for the five ACT scores using the expanded course transcript information from the Course Grade Information Section of the ACT Assessment as well as selected background variables. Separate analyses by racial/ethnic subgroup and gender were also conducted to determine the relative contribution of each independent variable to the model. An additional analysis determined the reduction in the differences in ACT scores for sex and racial/ethnic groups when high school curricula, performance, and background characteristics were held constant. Results indicate that increased course-taking, particularly in mathematics and science, is related to improved ACT test performance. Course grades

DOCUMENT RESUME

ED 322 172 TM 015 306

Campbell, Patricia B.
Using, Abusing, and Assessing Research: A Guide for Teachers.
Women's Educational Equity Act Program (ED), Washington, DC.
REPORT NO.- ISBN-0-930040-57-0
PUB DATE- 86
NOTE- 9p.; For related documents, see TM 015 304-308.
AVAILABLE FROM- Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Data Interpretation; *Educational Research; Elementary Secondary Education; Ethnic Stereotypes; *Evaluation Utilization; Guidelines; Minority Groups; Research Design; Research Methodology; Research Problems; *Research Utilization; Sex Differences; Sex Stereotypes; *Social Bias; *Teacher Role

This pamphlet describes the role of teachers in assessing the quality and utility of research. Research is the backbone of educational theory and practice, forming the basis of what is taught and how it is taught. It is important that teachers remember that: not all research is done well; abstracts and newspaper/magazine reports about research do not contain enough information to allow research to be evaluated; and biases and stereotypic ideas can affect research and results. Bias may be more subtle today than in the past, but a look at current research reveals that biases about women and people of color still influence researchers. Research done with males is often applied to females; research done with whites is often applied to people of color. Myths about research and ways teachers can overcome these myths are outlined. In evaluating research, the teacher must ask if: (1) the opinions or biases of the researchers are evident; (2) the researchers use different terms depending on the race and sex of those being studied; (3) the study describes who is being studied; (4) the tests are fair; (5) the results are overgeneralized; (6) similarities and differences of members of the study population are reported; and (7) the conclusions have more to do with the researchers' expectations than with the research results.

DOCUMENT RESUME

ED 322 185 TM 015 342

Duke, John Richard; Duke, Deborah G.
Predicting PPST Scores from ACT Scores.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *College Students; Comparative Testing; Higher Education; Predictive Measurement; *Scores; *Test Reliability; *Test Results
IDENTIFIERS- *American College Testing Program; *Pre Professional Skills Tests

After an extensive review of relevant research, this paper describes a study concerning the relationship between the American College Test (ACT) and the Pre-Professional Skills Test (PPST). Specifically, the study assessed the extent to which ACT scores predict PPST scores. Subjects included 169 Harding University students (42 males and 127 females) who took the PPST for the first time between January 1, 1989 and December 31, 1989; and who also took the ACT prior to admission to the University. Moderately to substantially high correlations between the ACT and PPST were found. All 15 correlations between the five ACT scores (natural science, English, mathematics, social science, and composite) and the three PPST scores (reading, writing, and mathematics) were statistically significant. The ACT composite accounted for 44% to 64% of the variance in PPST scores. All students failing to meet the state cutoff scores on any portion of the PPST (reading, 170; writing, 171; and mathematics, 169) scored less than 22 on the ACT composite. Six regression equations were presented for predicting PPST scores from ACT scores. Data support the ACT as a reliable predictor of PPST scores, and policies could be considered that would exempt students from the PPST based upon their ACT scores. Seven data tables are included. (Author/RLC)

re-creation. The 1988 CCCCD student survey was completed by a broadly representative sample of 750 respondents. Positive student responses and below average withdrawal rates demonstrated the effectiveness of the experiential learning programs. (JMC)

ED 321 806 JC 900 396

Statement of Understandings Relating to Provisions of Board Policy Applicable to Full-Time Faculty. The St. Louis Community College, 1989-1991.

Saint Louis Community Coll., Mo.

PUB DATE- 89

NOTE- 76p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Policy Formation; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

IDENTIFIERS- National Education Association; *NEA Contracts

This statement of understandings sets forth the various provisions of board policy of the St. Louis Community College that are applicable to full-time faculty employees. Provisions in this statement were discussed between an administrative committee appointed on behalf of the district and a committee representing the Junior College District-National Education Association. The 32 articles in the agreement relate to recognition and rights of the union; board and management rights and responsibilities; discussion procedures and impasse; nondiscrimination; personnel files; personal and academic freedom; outside employment for full-time employees; faculty responsibilities and workload; conference attendance; evaluation; transfer and retraining; minimum qualifications for academic rank; advancement on the salary schedule; full-time faculty salary schedule; overload compensation and summer salaries for full-time faculty; special problems, independent study, and low enrollment courses; employee insurance and annuity; faculty promotion in academic rank; dues and payroll deductions; paid and unpaid leaves of absence; retirement; employment of family members and educational benefits for employees

ED 321 819 JC 900 416

The CNCC Five-Year Plan of Action, 1989-90 to 1993-94.
Colorado Northwestern Community Coll., Rangely.
PUB DATE- 16 Aug 89
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Planning; College Role; *Community Colleges; Educational Quality; Enrollment Trends; *Long Range Planning; Mission Statements; *Organizational Objectives; *Policy Formation; Two Year Colleges
IDENTIFIERS- *Colorado Northwestern Community College; *Strategic Planning

This six-part report describes the recently developed 5-year strategic plan of action for Colorado Northwestern Community College (CNCC), reviewing the mission and goals of the college, stating 21 organizational objectives in order of priority, and detailing implementation activities for each of the 5 years of the plan. Part I provides a brief description of CNCC, its location, and the local area served. Part II presents the background to the strategic planning process. Part III details changes in CNCC's organizational structure, program offerings, mission statements, and enrollment patterns for the years 1962 to 1989; and provides detailed enrollment statistics for the years 1972 to 1989. Part IV discusses the procedure through which faculty and staff contributed to the development of the plan. Part V describes the future direction and usability of the 5-year plan. It lists 15 initial key components that were identified to guide the further development of the plan, including in order of priority financial stability, students, quality, personnel, growth, accreditation, community and regional service, assessment and analysis of CNCC, institutional survival, maintenance of a learning enterprise, public image, physical plant and capital improvement, facilities and area utilization, organizational unification, and multi-culturality. Part V also discusses the structure of the strategic plan. Finally, part VI presents the strategic plan itself. Subsections of the plan consist of the mission, goals, organizational objectives, potential strategies, policies, roles, programs, and structures for CNCC. (JMC)

for the program since its inception, many leaving because they had acquired jobs with the skills attained before program completion; (6) all of the program graduates were employed in the floral industry, with over half employed full-time; and (7) 48% of the non-graduates were employed in the floral industry, with the remainder employed in other areas. Recommendations for program improvement are included. (JMC)

ED 321 832 JC 900 433

Cristiano, Marilyn J.
An Evaluation of the Employee Development Activities at Paradise Valley Community College.
PUB DATE- Jul 90
NOTE- 86p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Employee Attitudes; Employer Employee Relationship; *Faculty Development; Literature Reviews; Management Development; Organizational Development; Participative Decision Making; *Program Effectiveness; Program Evaluation; Questionnaires; Response Rates (Questionnaires); School Surveys; *Staff Development; Two Year Colleges
IDENTIFIERS- *Paradise Valley Community College AZ

In 1990, a study was conducted to holistically evaluate the activities of the Employee Development Program at Paradise Valley Community College (PVCC) and to determine if employee groups differed significantly in their evaluations of the effectiveness of the activities. Of the 114 full- and part-time board-approved employees of PVCC, 86 (75%) returned questionnaires. Four employee groups were represented in the survey respondents: residential faculty (RFP); management, administrative, and technical personnel (MATP); professional staff (PSA); and maintenance and operations (M&O), which included Crafts employees. Overall, the employees rated their participation in employee development activities as effective in aiding them to achieve the goals of the program. The M&O group rated the overall effectiveness of the activities significantly lower than did the other three employee groups. In addition, the M&O group rated the activities designed to help them meet three of the program's four goals significantly lower than did hypotheses included in the discussion. (RH)

ED 321 845 PS 018 895

Katz, Lilian G.
Questions about Montessori Education Today.
PUB DATE- Aug 90
NOTE- 24p.; Paper presented at a Symposium of the American Montessori Society (Arlington, VA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Criticism; Early Childhood Education; *Educational Development; *Educational Practices; Educational Principles; *Educational Theories; *Ideology; *Learning Processes; *Montessori Method; *Program Improvement; Student Experience; Teaching Methods
IDENTIFIERS- Constructivism; Educational Criticism; *Theory Development

In three parts, this symposium presentation to the American Montessori Society: (1) comments generally on current perceptions of Montessori education; (2) poses questions about practices in Montessori classrooms that challenge Montessori educators' core beliefs about Montessori education; and (3) discusses the cutting edges of contemporary Montessori methods education. In addition to general comments, Part 1 provides a discussion of the function of ideology in early childhood education and ways of opening closed belief systems to rational examination. Questions posed in part 2 concern essential aspects of classroom practices, the Montessori position statement, and general questions about Montessori theory to promote open discussion. Part 3, noting that a few decades ago the incorporation of pretend play activities into the Montessori classroom was the "cutting edge" of Montessori practices, asks such questions as "How would Maria Montessori respond to contempory educators' emphasis on project work and current advances in knowledge about teaching strategies that facilitate language development?" In conclusion, suggestions are offered on the substantial assets of the Montessori method, with a view toward future developments. (RH)

organization. (RH)

ED 321 859 PS 018 920

Dodge, Diane Trister; Phinney, Joanna
A Parent's Guide to Early Childhood Education.
REPORT NO.- ISBN-0-9602892-5-9
PUB DATE- 90
NOTE- 26p.
AVAILABLE FROM- Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015 ($1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Objectives; Educational Philosophy; Guidelines; *Learning Activities; *Outcomes of Education; *Parent Teacher Cooperation; *Preschool Children; Preschool Education
IDENTIFIERS- *Developmental Curriculum

This handbook was originally intended for parents whose children attend programs which use "The Creative Curriculum for Early Childhood" (CCEC), but the informaton is also useful to parents whose children attend early childhood programs using other curriculum models based on child development theories. The purpose of the handbook is to explain ways parents and teachers can work together at home and at school to help children acquire the skills, attitudes, and habits to do well in school and throughout life. The guide explains the CCEC program's philosophy and goals. It describes what children are learning while engaged in particular CCEC program activities and what they learn from the environment, the daily schedule, conversations, and at home in the dining room, living room, kitchen, children's bedroom, bathroom, and outside. Concluding remarks stress that the key to providing successful learning experiences for young children is to figure out what interests the child and use those interests to engage him or her in actively exploring and learning about the environment. It is emphasized that every place is a learning environment for a child, regardless of where the family lives or what kind of home the family lives in. (RH)

practice; concrete examples are given of caregiver actions that support growth. Section 4 contains examples of appropriate and inappropriate caregiving behavior in the areas of social-emotional growth and socialization. The concluding section 5 directs the reader to additional readings and appropriate audiovisual materials. (RH)

ED 321 873 PS 018 935

Maddaus, John
Parents' Perceptions of the Moral Environment in Choosing Their Children's Elementary Schools.
PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Moral Education (Pittsburgh, PA, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; Community Characteristics; Community Surveys; *Criteria; Cultural Differences; Elementary Education; *Enrollment Influences; Interviews; *Moral Issues; *Parent Attitudes; Parent Responsibility; Public Schools; *School Choice; *School Location

This paper, based on neighborhood surveys and in-depth interviews with parents in Syracuse, New York, argues that the location of schools is a major factor in parents' school choice. It notes that this position is contrary to previous research. Parents' concerns with location reflect their concerns about moral environments for child rearing. Findings suggest that a major parental responsibility is the managing of their children's moral environment outside the home. Parents used four strategies regarding school enrollment: (1) living in a good neighborhood with a good school; (2) selecting a Catholic school to compensate for the limitations of a neighborhood; (3) remaining in a low-income neighborhood and fighting undesirable influences on children; or (4) selecting a school on the basis of its cultural diversity. Most parents managed the moral environment by means of the first strategy. While families in four neighborhoods indicated that they had acted according to this strategy, families in a fifth expressed a desire to do so, but were constrained by limited incomes. Additional findings regarding Catholic schools and cultural diversity are discussed. Concluding remarks concern the delayed posttest. Children in the "during access/analysis" treatment also had fewer trials and took longer to complete the puzzle. (RH)

ED 321 889 PS 018 957

Current Programme 1990.
Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Jul 90
NOTE- 78p.; For the 1989 Programme, see ED 310 869.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Developing Nations; *Education; Foreign Countries; *Philanthropic Foundations; *Private Financial Support; Profiles; Program Descriptions
IDENTIFIERS- *Bernard van Leer Foundation (Netherlands)

This report includes descriptions of 105 projects in 42 countries that are financed and supported by the Bernard van Leer Foundation. Projects profiled are those with a duration of 1-5 years which were operationally active at the end of January, 1990. Each project is described in terms of: (1) the sponsoring institution, that is, the institution which is officially responsible for carrying out the activities for which the Bernard van Leer Foundation has made a grant; (2) the title of the project; (3) the duration of project activities supported by the Foundation; and (4) a description of the setting in which the project operates and has its activities. In cases in which a current phase of a project was preceded by earlier phases of Foundation support, these earlier phases are referred to in the text. Concluding the report are an overview of Foundation finances, lists of publications and videos in English and publications in Spanish and Portuguese, and information about the Foundation. (RH)

ED 321 890 PS 018 960

Cummings, Carolyn

Violenus, Agnes A.
Improving School Climate in Grades K-6 through Child-Centered Instructional Activities in Citizenship.
PUB DATE- 90
NOTE- 147p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizenship; Elementary Education; *Elementary School Students; Learning Activities; *Prosocial Behavior; *Social Studies; *Student Improvement; *Student Leadership; Workshops

An elementary school administrator designed and implemented a practicum study meant to enable students to gain citizenship skills needed for prosocial interactions with peers and adults. It was expected that the kindergarten through sixth-grade students would use practices acquired from their studies of law, government, and citizenship to direct their personal behaviors and group interactions. A series of workshops for student leaders was conducted. Workshop activities were designed to teach pupils: (1) the use of modified rules of order for class meetings; (2) the foundations of the United States government through study of the Constitution; and (3) the use of the tools of citizenship for the purpose of gaining access to official governmental channels in order to bring about action on matters of concern to the students and their community. Practicum evaluation data suggested that the intervention was successful. Notable among the outcomes were a marked decline in reported incidents of misbehavior and students' increasingly strong belief that improvements in the atmosphere of the school could be augmented through the use of principles of good citizenship. Appendices provide measures, school-wide monthly citizenship activities, workshop activities in citizenship for students, and other related materials. (RH)

ED 321 906 PS 018 985

Pathak, Yogini; Dave, Aruna
Involvement of Parents in the Nursery School Program. Report of the Research Project.
Maharaja Sayajirao Univ. of Baroda (India).
PUB DATE- 88
NOTE- 23p.; Poor quality type throughout, with numerous handwritten corrections.

Ruppert, James
The Russians Are Coming, the Russians are Dead: Myth and Historical Consciousness in Two Contact Narratives.
PUB DATE- 90
NOTE- 18p.; Paper presented at Modern Languages Association Conference "Encounters in the Oral Tradition: Native American Stories of Cultural Contact" (Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indian History; Beliefs; Cognitive Processes; *Cognitive Style; Culture Conflict; *Culture Contact; *Encoding (Psychology); History Instruction; Mythology; *Oral History; Religious Factors
IDENTIFIERS- Ahtna (Tribe); Contact Narratives; *Oral Tradition; Tlingit (Tribe)

This research paper examines hidden cultural patterns establishing the expression of historical thought in Native Alaskan narratives which describe first contact with Russians. Historical consciousness in oral contact stories is always mythic in form, as well as in content. Native American oral cultures understood new events by "troping," or placing them into cosmologies and "domains of experience" built from native culture. The point is illustrated using a Tlingit story of first contact with Russian explorers. Ship sails are identified as the returning "Raven," who created the world. Unfamiliar sugar and rice are "sand" and "maggots." In the narrative, the mythical merges with the historical to become legendary Tlingit history. Oral historical discourse, then, is best understood by identifying mythological icons and determining their influence upon actions and discourse during perceptually charged historical events. Narratives from the Ahtna people are used to suggest that troping may occur at the deepest levels of precritical thought. The stories, involving hostilities between the Ahtna and the Russians, are similar to other Ahtna stories involving different hostilities which, in turn, contain their own elements of history and mythology. Myth may be laid upon an event like window blinds, allowing only the historical outline and mythic pattern. It is concluded that first-contact experiences present gaps between the familiar and unfamiliar, between the seen world and spiritual world. During confrontation with the unfamiliar, deep mythical thought serves to call up familiar structures for understanding. (TES) results from all participating education agencies. A few states provided information obtained from samplings. Typically, achievement information was reported using normal curve equivalent (NCE) scores obtained from norm-referenced evaluations. Data were usually provided for reading and mathematics. The summaries are based on material provided in the state performance reports for the ECIA Chapter 1 program, on telephone contacts with state offices, and on information from State Chapter 1 Migrant Evaluation Reports. (TES)

ED 321 932 RC 017 635

Adelman, Nancy E.; Cleland, Christene P.
Descriptive Study of the Migrant Education Section 143 Interstate and Intrastate Coordination Program.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 87
NOTE- 155p.
CONTRACT- 300-85-0103
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Needs; Elementary Secondary Education; *Federal Aid; *Grants; Information Dissemination; *Interstate Programs; *Migrant Education; Program Effectiveness; State Federal Aid; State Programs
IDENTIFIERS- *Interstate Cooperation; *Migrant Education Program

This study describes and analyzes the Section 143 Migrant Education Interstate and Intrastate Coordination discretionary grants program from 1981-86. The program's funding mechanism changed fully from grants to contracts in fiscal year 1987. The study was designed to address the following broad research topics: (1) determination of inter- and intrastate coordination needs; (2) continuing inter- and intrastate coordination needs; (3) funding data and patterns; (4) the role of "cooperating states"; (5) types of projects funded; (6) the nature and utility of project outcomes; and (7) dissemination strategies. Twenty-one states were awarded a total of $13,849,206 in Section 143 grants between 1981-86. The study found a need for improved coordination among states and their local personnel in such areas as student credit transfer. Improved secondary school

paper suggests that counselors and principals should recognize areas of agreement concerning the school counselor's role and act constructively on that agreement. It calls for clear communication and support for the development of efficient, effective, and professional definitions of the counselor's role. (TES)

ED 321 945 RC 017 666

Rudes, Blair A.; Willette, JoAnne L.
Handbook of Effective Migrant Education Practices. Final Report. Volume I: Findings.
Development Associates, Inc., Arlington, Va.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Feb 90
NOTE- 99p.; For Volume II, see RC 017 667.
CONTRACT- 300-87-0133
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Demonstration Programs; Dropout Prevention; Educational Assessment; *Educational Practices; Educational Strategies; Elementary Secondary Education; *Migrant Education; *Migrant Programs; Parent Participation; Preschool Education; Program Administration; *Program Effectiveness; Program Evaluation; Student Recruitment; Supplementary Education
IDENTIFIERS- Program Replication; *Promising Practices; Support Services

This report, the first of two volumes, identifies effective practices used in 16 successful migrant education programs. On the basis of student outcome data, the projects were selected from 153 programs nominated by state directors of migrant education. Observation of project services; review of project records; and interviews with project staff, students, and parents revealed a core set of practices for improving migrant students' academic achievement, attendance, and educational and career aspirations. Successful migrant education projects were developed through practices such as the following: (1) canvass and network extensively to identify students in need; (2) ensure that students' instructional needs are met; (3) provide extra academic learning time; (4) provide proactive support services; (5) increase parent

while touching on the spiritual connotations of their existence. It is a generic treatment of Ojibway life, customs, beliefs, and the subsequent federal policies affecting them. The chapter on the Ottawa provides an extended discussion of their contact with European powers and explores the Indians' responses and adaptations to changing environmental and sociopolitical circumstances. This book contains many historical photographs and a five-page bibliography. (TES)

ED 321 957 RC 017 686

Characteristics of American Indians by Tribes and Selected Areas: 1980. 1980 Census of Population. Volume 2 Subject Reports.

Bureau of the Census (DOC), Suitland, Md. Population Div.

REPORT NO.- PC80-2-1C

PUB DATE- Sep 89

NOTE- 1,004p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-024-07076-6, $34.00).

LANGUAGE- English

EDRS Price - MF07/PC41 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Alaska Natives; *American Indian Reservations; *American Indians; Census Figures; *Demography; Educational Attainment; Employment; Enrollment; Family Characteristics; Individual Characteristics; Tables (Data); *Tribes

IDENTIFIERS- *Census 1980; States (Geopolitical Regions)

The 1980 census was the first census since 1910 to collect extensive data on American Indian tribes. This two-section report is based on the 1980 census sample (approximately 19% of housing units), and contains 27 extensive data tables describing demographic and economic characteristics of U.S. American Indian tribes. Tables estimate 1980 census population totals for each tribe for the nation, regions, divisions, states, and selected counties. All tribes, clans, bands, or groups with at least 30 persons are included. Characteristics presented at the national and state levels include age, sex, household and family type, fertility rate, language, educational attainment, school enrollment, labor force participation, occupation, income, and poverty status. Some information is offered for American Indians living on reservations, tribal trust lands (off reservations), and the historic areas of Oklahoma (excluding urbanized areas), and for American Indians,

educators are realizing that this right extends to all students. Myths about native peoples are commonplace, occurring in history, law, sociology and economics. Many people believe, for example, that American Indians share a common language and culture, when there are actually more than 300 officially recognized tribes, distinct in many ways including language. Other examples of myths about Indians include the "first Thanksgiving" stories that were created in the 1890s to promote the "melting pot" theory of American social progress. Instead of repeating such myths, teaches should encourage classroom discussion of real and current Indian issues (such as land and fishing rights) as a means of teaching American Indian history and establishing Native Americans as a people. This document includes 10 references and a 4-item annotated list of essential resources. (TES)

SE

ED 321 969 SE 051 296

Koballa, Thomas R., Jr.; And Others
A Summary of Research in Science Education--1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 167p.; For 1987 summary see ED 309 921.
CONTRACT- RI88062006
AVAILABLE FROM- SMEAC Information Reference Center, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

physician and for the physician to give to the patient. (CW)

ED 321 982 SE 051 490

Cox, Janice Hovasi; Gallagher-Allred, Charlette R.
Normal Diet: Age of Dependency. Nutrition in Primary Care Series, Number 4.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 46p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Dietetics; Disease Control; Health Education; *Independent Study; *Infants; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module is designed to provide information for the physician which will assist in the counseling of new mothers about the feeding practices necessary for proper growth and development of the newborn infant including nutritional needs, nutritional risks, assessment of nutritional status, and nutritional planning for the first year. Included are the learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices include nutritional content of formula and milk, characteristics of various commercial infant formulas, a chart of recommended feeding

ED 321 995 SE 051 503

Hurley, Roberta Smith

Individual and Social Factors. Nutrition in Health Promotion Series, Number 17.

Ohio State Univ., Columbus. Dept. of Family Medicine.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 37p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 504-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Counseling Techniques; *Dietetics; Disease Control; Health Education; Higher Education; *Independent Study; *Medical Education; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; *Social History; Teaching Methods; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module is designed to assist physicians in learning how to determine what should be known about a patient's social history and how to ask the right questions in order to obtain this information. This information is important in order to maximize the potential effects of treatment. Included are learning goals and objectives, a self-check of achievement with regard to goals, and references. Appendices include questionnaires, a "Guide to Good Eating," a chart of the recommended daily dietary allowances, and a suggested food pattern for preschool children. (CW)

include an agenda, suggested teaching methods, and evaluations of the student by the tutor and of the tutor by the student; (4) student workshop materials; (5) computer software listings and evaluation sheets; (6) videotape listings and evaluation sheets; and (7) evaluation checklists. Appendices include a list of 43 references, a list of selected information resources, and descriptions of project materials. (CW)

ED 322 008 SE 051 522

Hembree, Ray
Bibliography of Research on Mathematical Problem Solving.
PUB DATE- Jul 90
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cognitive Processes; College Mathematics; *Critical Thinking; Elementary School Mathematics; Elementary Secondary Education; Higher Education; Learning Strategies; Literature Reviews; Mathematics Education; Periodicals; *Problem Solving; Secondary School Mathematics
IDENTIFIERS- *Mathematics Education Research

This bibliography identifies reports of inferential research on problem solving in mathematics. The listing was developed for use in a synthesis of the research performed by meta-analysis. Guidelines for including studies were applied as follows: (1) the report provided product-moment correlation coefficients and their sample sizes or, in the case of experiments, sufficient data for effect-size calculations; (2) data measurements were made with validated instruments; (3) experiments used at least two groups for comparison purposes; and (4) each group contained at least 10 subjects (for rigor in tests of homogeneity during data analysis). The reports are listed alphabetically by author in four categories: journal articles; doctoral dissertations; documents available through the Educational Resources Information Center (ERIC); and other sources. (Author/CW)

ED 322 022   SO 020 891

Graves, Ginny
Teaching about the Built Environment. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-90-4
PUB DATE- May 90
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Architecture; *Built Environment; Community Characteristics; *Curriculum Development; Elementary Secondary Education; Environmental Influences; *Heritage Education; Instructional Materials; Physical Environment; *Social Studies; Teacher Education
IDENTIFIERS- American Institute of Architects; ERIC Digests

Critical thinking, responsible citizenship, cultural literacy, social relevancy; these concerns of educators in the social studies can be addressed through teaching and learning about the built environment. The tangible structures that humans have created (bridges, houses, factories, farms, monuments) constitute the built environment. Objects in the built environment can be used to enhance teaching and learning in core subjects of the social studies (history, geography, civics, and economics). This digest discusses: (1) what built environment education is; (2) why it belongs in the school curriculum; (3) how to connect it to the social studies; (4) how to initiate successful programs on it in schools; and (5) model programs and resources for teachers. (Author)

ED 322 023   SO 020 892

Levstik, Linda S.; Yessin, Ruby
"I Prefer Success": Subject Specificity in a First Grade
PUB DATE- 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Classroom Research; *Cognitive Development; Curriculum Development; Educational Philosophy; Educational Research; Elementary School Students; Grade 1; History; *History Instruction; Learning Activities; Observation; Primary Education; *Social Studies; Teaching Methods; Thinking Skills; Whole Language Approach

Research on restructuring domain-specific knowledge suggests that inferences made by a learner are based more on what and how concepts are structured and organized in particular domains than on the age of the learner. In this view, it is possible for children to operate more expertly in a particular area than could be explained by global stage or the "expanding environment" theories. Therefore, it is crucial to understand how domains are structured and organized in classrooms, and the ways in which children respond to those structures. This paper discusses the nature of history instruction in a nontraditional first grade classroom and is based primarily on classroom observation. The class operates from what the teacher identifies as a "whole language" perspective in which cross-disciplinary thematic units are the focus of instruction. The teacher teaches from what is labeled a "perspective of care." Historical content is specifically structured to emphasize personal response, ways of "finding out," and the development of ethical/moral sensibilities. Among the conclusions drawn are that history, can be shaped to particular forms and structures in the classroom based on the teacher's conception of history, and that even very young children can begin to develop the interest and understanding that lead to mature historical thinking. A list of references is included. (DB)

ED 322 038 SO 030 013

Muskin, Carol

Zeutschel, Uli; Hansel, Bettina
The AFS Volunteer Resources Study: Summary of Findings from Germany Study.
AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.
PUB DATE- Dec 89
NOTE- 21p.; For related documents, see SO 030 078-084.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Evaluation; Foreign Countries; Global Approach; Higher Education; *International Programs; Interpersonal Relationship; Secondary Education; Self Motivation; *Student Volunteers; *Voluntary Agencies; *Volunteers; Womens Studies
IDENTIFIERS- *West Germany

An ongoing debate exists on the issue of volunteering and its political implications in West Germany. Critics of the social welfare system have a direct impact on volunteerism. The ruling coalition aims to limit public spending in the social services sector while the "grassroots" movement emphasizes the danger of state-provided services and claims that decentralized services are more effective than the public welfare system. More women than men volunteer. This is seen as an attempt to devalue the work women do and displace them from the job market, since the typical volunteer often has a history of serving in unpaid positions. Among the motivating factors for volunteer work are a sense of gratitude and obligation, contributing to improvement, desire for social contact, and gaining influence and power, among the rewards are recognition and personal growth. Factors in discontinuance of volunteer work are: (1) hurt feelings and personal conflict, (2) planned succession, (3) burn out, (4) change of priorities, and (5) lack of friends within the organizations. Among the eight recommendations for future volunteer recruitment and retention are: making volunteers feel a part of the organization; organization staff needs to become personally acquainted with volunteers; and volunteers should have the opportunity for new learning and experiences. (NL)

ED 322 054 SO 030 083

Chevannes, Barry; Hansel, Bettina
The AFS Volunteer Resources Study: Summary of Findings from Jamaica.

Hefny, Mostafa
Arab Studies for Teachers: A Critical Guide to Curricular Materials.
Wayne County Intermediate School District, Detroit, Mich.
REPORT NO.- ISBN-0-9617535-0-1
PUB DATE- 86
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Area Studies; Audiovisual Aids; Curriculum Development; Elementary Secondary Education; Global Approach; Instructional Materials; *Middle Eastern Studies; Non Western Civilization; Professional Development; Resource Materials; Social Studies
IDENTIFIERS- Arabian Gulf Region; *Arab States

Developed as an annotated guide to instructional materials for teaching about the Arab world, this publication is a resource tool for classroom instruction, development of curricula, professional development, and selection of library resources. Recommendations are made based on a careful evaluation of educational soundness, ethnic authenticity, and technical quality. The guide is divided into three parts: (1) instructional materials--16mm films, video cassettes, filmstrips, student books, and units; (2) professional development materials--books and articles; (3) resources--resources on the Arab world and Arab-Americans, listed by author index, title index, and distributors and publishers. (DB)

ED 322 070 SO 030 112

Shaw, Brian C.; Cummings, Daniel L.
Legal Implications of Values Education.
PUB DATE- 11 May 90
NOTE- 20p.; Prepared for the 1990 Maine Town Meeting (Portland, ME, May 11, 1990.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Boards of Education; Citizenship Education; *Constitutional Law; Controversial Issues (Course Content);

ED 322 085 SP 032 163

Della-Giustina, Daniel E.
Organizing Safety in Elementary Schools: Components of the Process.
PUB DATE- Mar 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Elementary Education; *Elementary Schools; Latchkey Children; *Safety Education; *Student Attitudes; Violence

In planning the safety program for elementary school children, teachers should be able to identify at least one safety objective to promote knowledge so as to aid in the development of basic safe attitudes and behaviors. The inclusion of safety instruction across all elementary levels and subjects constitutes the "multidisciplinary approach." Children are often the target of depraved acts of violence, due to their vulnerability. Considering the results of nationwide surveys, it is imperative that we provide safer schools and instructional methods that will teach children how to protect themselves both at school and at home. Finally, a critical problem today is the "latchkey" child. It is estimated that from two to seven million latchkey children are at home unattended each day. Safety instruction is not merely an accumulation of facts and statistics; it is the development of skills and attitudes that will promote the safety and well-being of elementary school students. (JD)

ED 322 086 SP 032 219

Jobling, Anne
Motor Development in Children with Down Syndrome.
PUB DATE- Jan 90
NOTE- 18p.; Paper presented at the Commonwealth and International Conference of Physical Education, Sport, Health, Dance, Recreation,

something different about the scientific method. An analysis of the kind of policies that address subject matter knowledge focuses on: research pertaining to the generally accepted concept of teachers and their functions, current methods of evaluating teachers' subject matter knowledge, and the difficulty of attaining the high standards considered desirable. A 48-item bibliography is included. (JD)

ED 322 101 SP 032 399

Gomez, Mary Louise
Learning To Teach Writing: Untangling the Tensions between Theory and Practice.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 42p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State Univ., East Lansing, MI 48824-1034 ($5.20).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Influences; *English Teacher Education; Graduate Study; Higher Education; Homogeneous Grouping; Labeling (of Persons); Secondary Education; *Secondary School Teachers; *Teacher Attitudes; Teaching Methods; *Theory Practice Relationship; Track System (Education); *Writing Instruction
IDENTIFIERS- *Florida Performance Measurement System

This paper tracks the changes in beliefs and dispositions regarding the teaching of writing of a cohort group of prospective secondary teachers during their graduate year of teacher preparation. Changes in the prospective teachers' beliefs regarding the knowledge they need to teach and the ways in which learners who differ in race, social class, and writing skills benefit from different curriculum and instruction are documented with data collected in interviews and questionnaire responses. The final section of the paper contains observations designed to assist teacher educators in questioning the structure and content of programs which will successfully prepare teachers of writing for diverse populations. (JD)

ED 322 117 SP 032 482

Shea, Catherine A.
The Emotional Exhaustion Aspect of Burnout and Stressors in Resource LD Teachers.
PUB DATE- 2 May 90
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Emotional Problems; Job Satisfaction; Learning Disabilities; Special Education; *Special Education Teachers; *Stress Variables; *Teacher Burnout; Teacher Morale; *Teaching Conditions

This study sought to develop a clearer understanding of the correlates of the emotional exhaustion aspect of burnout among learning disabilities (LD) teachers in resource programs. Specifically, the study examined the relationship between the emotional aspect of burnout as measured by the Maslach Burnout Inventory (MBI) and: (1) background variables (age, marital status, teaching experience, level of education, and grade level teaching); (2) job conditions (number of students, time pressures, instructional complexity, and assessment responsibility); and (3) perceived degree of stress associated with job tasks. From the target population, 215 female LD teachers in resource service delivery models in Missouri responded to a survey containing the MBI, a resource LD teacher's job conditions questionnaire, and a work task stressor scale. The findings on each of the variables and combinations of variables are presented and discussed. Among the conclusions reached were that teachers who experience more demands on themselves experience more emotional exhaustion; LD teachers do not sense support from parents and administrators; and teachers who share assessment duties with other professionals experience less intense feelings of exhaustion. The questionnaires are appended and a bibliography is included. (JD)

ED 322 118 SP 032 484

Bey, Teresa M., Ed.; Holmes, C. Thomas, Ed.

ED 322 132　　　　SP 032 525

Ikulayo, Philomena Bolaji
Teaching Methods Effectiveness and the Acquisition of Psycho-Motor Skills.
PUB DATE- Aug 90
NOTE- 18p.; Paper presented at the Commonwealth and International Conference (Aukland, New Zealand, Auagust 18-32, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; Gymnastics; *Instructional Effectiveness; Learning Strategies; Methods Research; *Motor Reactions; Physical Education; *Psychomotor Skills; Secondary Education; *Teaching Methods; Volleyball

An experimental study was conducted to discover the relative effectiveness of five different instructional strategies on the acquisition of four psycho-motor skills associated with four physical sports (continuous volleying in volleyball, zig-zag dribbling in field hockey, headstand in gymnastics, and sail long jump in athletics). The subjects were 150 students of both sexes in a typical Nigeria secondary school. Findings indicated that the acquisition of psycho-motor skills was enhanced by all the instructional methods used and that no one strategy was exclusively the most effective in teaching and learning the four psych-motor skills tested. However, the combination method recorded the highest score in effectiveness for two skills, while all the five methods tested were equally effective for the learning of the other two skills. The finding that sex and instructional strategies had interacting influence on the learning of the skill led to the conclusion that both sexes require different instructional strategies to achieve maximum performance results in psycho-motor skills learning. (Author/JD)

ED 322 133　　　　SP 032 535

Promoting Nutrition through Education: A Resource Guide to the Nutrition Education and Training Program (NET) Supplement 1.
Food and Nutrition Information Center, Beltsville, Md.
PUB DATE- Sep 89

study. (JD)

ED 322 147 SP 032 647

Abdal-Haqq, Ismat
The Influence of Reform on Inservice Teacher Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SP-2-89
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062015
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Ladders; Collegiality; *Educational Change; Elementary Secondary Education; *Inservice Teacher Education; Merit Pay; *Organizational Change; Participative Decision Making; School Based Management; *School Restructuring; *Teacher Improvement
IDENTIFIERS- ERIC Digests

Recent educational reform efforts have sought to restructure schools, changing the character of school culture and creating a need for a nontraditional approach to inservice teacher education. Inservice projects have been implemented which attempt to prepare practicing teachers for restructured schools and as participants in the restructuring process. This digest provides a brief overview of five emerging trends in inservice teacher education. Inservice programs are: (1) research based, reflecting a reform trend that roots school improvement efforts in theoretical soil; (2) preparing teachers to examine and assess their own practice, to become inquiring, reflective practitioners; (3) emphasizing collegiality; (4) preparing teachers to participate in decision making on varied school issues; and (5) helping teachers to qualify for professional advancement through differentiated staffing programs. (JD)

were highly related to ACT test scores. Significant sex and racial/ethnic group differences were also identified. The ACT Assessment Registration Form and 10 data tables are appended. (TJH)

ED 322 160 TM 015 251

Houston, Walter M.
Using Collateral Information from Similar Institutions To Predict College Freshman Grade Average. ACT Research Report Series 87-8.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- Sep 88
NOTE- 31p.; For related documents, see TM 015 252 and TM 015 254.
AVAILABLE FROM- ACT Research Report Series, 2201 North Dodge Street, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bayesian Statistics; *College Freshmen; Colleges; Comparative Analysis; Estimation (Mathematics); Evaluation Methods; Grade Point Average; *Grade Prediction; Higher Education; Least Squares Statistics; *Mathematical Models; Predictive Measurement; *Predictor Variables; Regression (Statistics); *School Statistics
IDENTIFIERS- Bayesian M Group Regression; *Collateral Information; *Cross Validation; Pooled Least Squares Method

Two methods of using collateral information from similar institutions to predict college freshman grade average were investigated. One central prediction model, referred to as pooled least squares with adjusted intercepts, assumes that slopes and residual variances are homogeneous across selected colleges. The second model, referred to as Bayesian m-group regression, allows estimates of slopes and variances to vary across colleges without ignoring the available collateral information. These models were compared with the more usual procedure of deriving regression equations within each college considered in isolation from other colleges. Data were obtained from colleges that participated in the American College Testing predictive research services program during the 1983 and 1984 years, and that had fewer than 100 records in 1983. Two groups of colleges were used: (1) 9 four-year colleges with "liberal", or "open," enrollment; and (2) 10 two-year colleges with more than 20 freshmen over the age of 25 years. It was found that both models using collateral information resulted in more accurate predictions, on cross validation, than did the within-college model, and that the Bayesian approach slightly

Suggestions for reducing bias in the literature are provided. (SLD)

ED 322 173 TM 015 307

Campbell, Patricia B.
What's It to Me? Educational Research, Bias, and Me: A Guide for Parents and Others Interested in Education.
Women's Educational Equity Act Program (ED), Washington, DC.
REPORT NO.- ISBN-0-930040-59-7
PUB DATE- 86
NOTE- 9p.; For related documents, see TM 015 304-308.
AVAILABLE FROM- Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Role; Counselor Role; *Data Interpretation; *Educational Research; Elementary Secondary Education; Ethnic Stereotypes; *Evaluation Utilization; Guidelines; Minority Groups; *Parent Role; Research Design; Research Methodology; Research Problems; *Research Utilization; Sex Differences; Sex Stereotypes; *Social Bias

This pamphlet describes ways in which parents and others interested in education can effectively evaluate the usefulness of educational research. Almost everything that happens in the schools is related to educational research. Parents and concerned others should appreciate its benefits, but should be aware that: not all research is done well or accurately; most media reports do not give enough information to evaluate an educational research study; and societal attitudes about women and people of color influence how researchers study people and what they find. Research has been used to perpetuate inequality. Although bias may be more subtle today than in the past, it still exists. Bias still has an impact on children, discouraging girls from taking mathematics courses and justifying a lack of emphasis on educational programs for children of color. Myths about research and counseling include: if it is published, it must be accurate; research and researchers are always objective; standardized tests are accurate and objective; and parents and concerned others cannot understand research. In evaluating research, one must consider whether: (1) the researchers' opinions or biases are obvious; (2) different terms are used depending on who is being studied; (3) the study completely describes who is

ED 322 186 TM 015 346

Lefebvre, Daniel J.; Suen, Hoi K.

Applying Generalizability Theory To Evaluate Treatment Effect in Single-Subject Research.

PUB DATE- Apr 90

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Observation Techniques; Disabilities; Educational Research; *Error of Measurement; *Evaluation Methods; *Generalizability Theory; Interpersonal Relationship; *Outcomes of Treatment; *Preschool Children; Preschool Education; *Research Methodology; Sampling; Special Education; Statistical Inference; Statistical Significance; Student Behavior

IDENTIFIERS- *Single Subject Research Design; Type I Errors

An empirical investigation of methodological issues associated with evaluating treatment effect in single-subject research (SSR) designs is presented. This investigation: (1) conducted a generalizability (G) study to identify the sources of systematic and random measurement error (SRME); (2) used an analytic approach based on G theory to integrate measurement errors into subject sampling errors during statistical analyses of data from a multiple-baseline design; (3) compared this new approach with a conventional t-test to determine the extent to which conventional inferential statistics were inflated, increasing the probability of Type I errors in SSR; and (4) examined discrepancies among the dependability coefficients and the statistical tests of significance. The behavior of three preschool children with handicaps and six non-handicapped peer confederates, enrolled in an integrated preschool classroom in Pittsburgh (Pennsylvania), was observed during consecutive school days over the course of 5 months. A continuous observational recording procedure was used to code interactions among each of the three target children, their peer confederates, and the teacher. Examination of the grand means revealed that 10 behavior sequences did not occur. There were more interactions between the target children and peers, fewer interactions between the children and teachers, and fewer non-social utterances. Overall, 63% of the behavior sequences occurred less than 10% of the time during which reliability observations were made. Although the comparison between statistical procedures did not confirm that the G analytic approach would identify a significant number of Type I errors, the results confirm the direction of the effect proposed by H. K. Suen et al. (1990).

and their families; faculty grievance process; reduction in force; non-renewal of contract; dismissal; resignations; working conditions; and a savings clause. (JMC)

ED 321 807 JC 900 398

Collective Bargaining Agreement Between Gateway Vocational, Technical and Adult Education District Board and Gateway Technical Education Association, WEAC, NEA, 1989-91 (July 1, 1989 - June 30, 1991).
Gateway Vocational, Technical and Adult Education District, WI.; National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Policy; *Collective Bargaining; College Administration; *College Faculty; Community Colleges; *Contracts; Contract Salaries; *Employment Practices; Faculty Promotion; Fringe Benefits; Grievance Procedures; Leaves of Absence; *Negotiation Agreements; Personnel Policy; Policy Formation; School Schedules; Seniority; Teacher Dismissal; Teaching Conditions; Two Year Colleges
IDENTIFIERS- National Education Association; *NEA Contracts

This collective bargaining agreement establishes provisions between the Gateway Vocational, Technical, and Adult Education District Board and the Gateway Technical Education Association, WEAC (Wisconsin Educational Association Council), and NEA (National Education Association). The agreement is divided into nine articles and a series of appendixes. Article I delineates contract recognition and implementation, including use of facilities and employee facilities. Article II covers management rights. Article III discusses dues deduction, fair share, seniority, and loss of seniority. Article IV outlines grievance procedures. Article V presents 14 sections on working conditions, including fair dismissal, teacher protection, teaching assignments, workload, evaluation procedure, and resignation. Article VI discusses leaves of absence, including sick leave, sabbatical leave, jury duty, military leave, unpaid leaves, and maternity leave. Article VII contains the 1989-90 and 1990-91 academic calendars. Article VIII covers 11 subdivisions of salary, benefits, and teacher welfare, including salary schedules, special school employment, travel expense and time, and summer school agreements. Article IX presents

ED 321 820   JC 900 418

Head, Ronald B.
Beyond the 90's: The Changing Character of the PVCC Service Region.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Jul 90
NOTE- 60p.; Figures contain light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Construction Industry; *Demography; *Economic Factors; Educational Status Comparison; Employment; Enrollment Projections; Enrollment Trends; Females; Housing; Living Standards; Males; Minority Groups; *Population Trends; School District Size; School Statistics; *Student Characteristics; Tables (Data); Transportation; Two Year Colleges
IDENTIFIERS- *Environmental Scanning

In 1990, a study was conducted at Piedmont Virginia Community College (PVCC) to describe the PVCC service region in terms which would aid the college's strategic planning efforts. Specifically, the study was designed to provide descriptive statistical data on the service area, including population, construction, housing, transportation, education, income, and employment statistics. Trends with implications for college services were also identified. Major findings of the study included the following: (1) the service region population increased at an annual rate of 2.4% between 1970 and 1980 and was estimated to increase by 1.5% per year between 1980 and 1990; (2) the region's population as a whole grew at a faster rate than the state average, although the population density (73.6 people per square mile) was half of the state average (149 people/square mile); (3) residents of Charlottesville, Greene County, and Albemarle County enrolled at PVCC at a higher rate than residents of the service region as a whole; (4) family and household incomes in the service region were lower than the state averages; (5) the number of families classified as living below the poverty level, the unemployment rate, and the percentage of residents with less than 12 years of schooling were much higher in outlying counties than in those closest to PVCC; (6) enrollment projections for the 1990's included a large increase in older adults, a decrease in students aged 18-35, and a rise in the number of minorities and women; and (7) economically, the PVCC service region was characterized by a highly professional work force, a service or government orientation, and little manufacturing. (JMC)

the three other groups. Based on results of the study, several recommendations were proposed to improve the employee development program. Given the negative responses and low response rate (23%) of the M&O group, the recommendations were made to invite an M&O employee to serve on the Employee Development Committee and to conduct a follow-up study to determine more accurately how these employees perceive the effectiveness of the program. Appendixes provide the questionnaire, its attendant memorandum and data sheet, and employee responses to two survey questions. (Author/JMC)

ED 321 833 JC 900 434

Quimbita, Grace
Internationalizing the Community College: Examples of Success. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-89-08
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Colleges; *Cross Cultural Studies; *Cultural Awareness; *Curriculum Development; *Foreign Students; Global Approach; International Cooperation; *International Educational Exchange; *International Programs; Second Language Instruction; Study Abroad; Two Year Colleges
IDENTIFIERS- ERIC Digests

With the growing technological, economic and political interdependence between nations, the word "community" has come to have international implications. In order to alleviate American ignorance about other nations and global issues, community colleges must institutionalize international perspectives into their curricula. More than 50% of all foreign undergraduate students are enrolled at community colleges, and these students are an untapped resource for promoting cultural awareness on campus and in the surrounding community. Rockland Community College (RCC) and Brevard

ED 321 846 PS 018 896

Gulley, Beverly; And Others
Building Liaisons for Young Children: Successful Collaborative Efforts Within the Southern Region Prekindergarten Project.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; *At Risk Persons; Early Childhood Education; *Educational Cooperation; Guidelines; *High Risk Students; *Poverty Areas; *Preschool Education; *Program Development; Public Schools; School Districts
IDENTIFIERS- *Southern Illinois University Carbondale

Collaborative efforts supporting the formation of early childhood units in the public schools are described. The efforts focused on experience gained in the Southern (Illinois) Region Prekindergarten Project's (SRPP) program of early childhood services for at-risk children. The SRPP began in 1988 with 6 programs in 10 school districts in 3 southern counties and expanded to include 11 programs at 10 public school sites in 22 school districts of 4 counties. Collaborating in the project and involved in scores of linkages were four organizations: The Illinois State Board of Education, Southern Illinois University at Carbondale, public schools in the participating districts, and a Regional Advisory Council. Linkages were also made with special education districts, Head Start, the Department of Children and Family Services, the Department of Public Aid, the Department of Mental Health, and adult education and literacy programs, such as Literacy Connection and Literacy Project. Phases of collaboration are discussed, including: (1) getting started by setting goals; (2) joining together; (3) making gains; (4) reaching out; and (5) looking to the future. (RH)

ED 321 847 PS 018 905

Gemma, Anna

ED 321 860 PS 018 921

Dodge, Diane Trister
A Trainer's Guide to "Caring for Preschool Children: A Supervised, Self-Instructional Training Program."
REPORT NO.- ISBN-0-9602892-6-7
PUB DATE- 90
NOTE- 207p.; For the two-volume student manual, see PS 018 922-923.
AVAILABLE FROM- Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015 ($23.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Guidelines; Inservice Teacher Education; Preschool Teachers; *Program Implementation; *Supervisory Methods; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Competency Based Assessment; *Competency Based Curriculum; Trainer Role

Written for individuals responsible for overseeing the staff training of preschool teachers, this guide consists of four sections. The first enables trainers to determine whether the training program, which is based on the 13 Child Development Associate (CDA) Competency Standards, meets the needs of their program. The second provides an overview of the trainer's role in guiding each teacher through the course of self-instructional learning activites and suggests ways to extend learning. The third includes knowledge and competency assessments for each module to help trainers determine whether the trainee has understood the course matrial and has become more competent in working with children. The fourth section, an appendix, provides answer sheets and observation forms for use in the assessment process. It also includes forms to help in tracking each teacher's progress and a list of publishers and distributors for resources listed in the training modules. (RH)

ED 321 861 PS 018 922

Dodge, Diane Trister; And Others
Caring for Preschool Children: A Supervised, Self-Instructional

reinterpretation of previous findings and implications for parents, school staff, and policymakers. Material on the survey design is appended. (RH)

ED 321 874 PS 018 938

Child Health: Lessons from Developed Nations. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 20 Mar 90
NOTE- 107p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Health; Comparative Analysis; *Developed Nations; Etiology; Health Insurance; *Health Programs; *Health Services; Home Visits; Models; Physical Examinations; *Prevention; Program Descriptions
IDENTIFIERS- Canada; Congress 101st; England; France; Netherlands; Norway; *Program Characteristics

The first of a series of hearings on child health issues was held in an effort to obtain a better understanding of the causes of the United States' low rank among industrial nations on indices of child health and prosperity and of models other nations use to improve children's health care, access to delivery systems, and cost containment. Contents of the report provide: (1) an introductory discussion and fact sheet on child health in developed nations; (2) a minority fact sheet on the same topic; (3) a general discussion of what can be learned from other industrial nations; (4) a description of a home visiting program in England that provides families with support and guidance regardless of family income; (5) a discussion of Canada's universal health insurance system; (6) a description of the work of maternal and child health teams that perform routine physical examinations for all children who attend the universally available preschool in France; (7) an overview of operational aspects of preventive pediatric services provided in health stations in every Norwegian community; (8) a description of the preventive health care system in the

Appropriate Public School Programs for Young Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Involvement; Curriculum; *Early Childhood Education; *Educational Development; Educational Philosophy; Inservice Teacher Education; Parent Participation; *Program Development; *Public Schools
IDENTIFIERS- Developmentally Appropriate Programs; ERIC Digests; Screening Programs

This digest discusses issues related to the implementation of high quality early childhood education by public school districts. Contents focus on: (1) the development of a written statement of philosophy; (2) the analysis of screening and assessment practices; (3) organization of the learning environment; (4) teacher preparation; (5) parent involvement; (6) collaboration with the community; and (7) ways to sustain programs. It is concluded that public schools can change to better meet the needs of young children. Such changes should be carefully planned and based on research and theory about what is appropriate for young children. Changes should be supported by commitment from the district's decision makers and by an increase in the time allotted for planning, training, and problem solving. Each change can be implemented over a period of time so that those involved have time to make preparations. (RH)

ED 321 891 PS 018 961

Safeguards: Guidelines for Establishing Programs for Four-Year-Olds in the Public Schools.
National Black Child Development Inst., Inc., Washington, D.C.
SPONS. AGENCY- Hasbro Children's Foundation, New York, NY.; Muskiwinni Foundation, New York, NY.
PUB DATE- Aug 87

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Mothers; Outcomes of Education; Parent Education; *Parent Participation; *Preschool Education; *Program Effectiveness; *Program Implementation
IDENTIFIERS- *India; Program Characteristics

This report describes a project of the Chetan Balwadi (a laboratory nursery school operated by the Maharaja Sayajirao University of Baroda, India) designed to increase parent participation in the program. Objectives were to help parents: (1) develop awareness of characteristics and needs of preschoolers; (2) acquire basic skills and knowledge essential for effective assistance in core activities; and (3) apply their special skills, knowledge, and resources to benefit the children. Although about 40 parents welcomed the idea and 30 agreed to participate, fathers and working mothers found it difficult to do so. Only 14 were able to complete the program. Parent training sessions focused on characteristics of preschool children, art and music experiences, story telling, and readiness. Evaluation data indicated that mothers took the program seriously and their attendance was regular and punctual. Initiative and desire for new information on mothers' part were commendable. Mothers showed faster progress in skill-oriented areas than in highly theoretical areas. Mothers developed good skills in working with a large group of children, but were not confident when handling aggressive and difficult children. After the training, mothers were encouraged to participate in the nursery school whenever they had time. (RH)

ED 321 907 PS 018 990

Swap, Susan McAllister
Parent Involvement and Success for All Children: What We Know Now.
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- J.M. Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Feb 90
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Advocacy; Communication (Thought Transfer); Decision Making; Educational Philosophy; Educational

ED 321 920 RC 017 619

La Caille John, Patricia, Comp.
Population Migration in Rural Areas, January 1979-December 1988. Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
REPORT NO.- NAL-BIBL-QB-89-40
PUB DATE- Mar 89
NOTE- 15p.
AVAILABLE FROM- Department of Agriculture, National Agriculture Library, Public Services Division, Room 111, Beltsville, MD 20705 (Order No. NAL-BIBL-QB-40, free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agricultural Laborers; *Agriculture; Farm Labor; Library Materials; *Migrants; *Migration; Reference Materials; *Rural Population; Rural Urban Differences
IDENTIFIERS- AGRICOLA; Nonmetropolitan Areas

This bibliography consists of 87 entries of materials related to population trends in rural and nonmetropolitan areas. This collection is the result of a computerized search of the AGRICOLA database. The bibliography covers topics of rural population change, migration and migrants, farm labor supplies and social conditions, and different patterns of population shift in rural and urban areas. The entries, all available from the National Agricultural Library's (NAL) Rural Information Center, are broken down as follows: 32 journal articles; 15 books; 14 journals; 6 articles of international interest, 5 audiovisual resources; 4 bibliographies; and several indexes and abstract sources. Each entry includes author, title, publication date, publication source, paging, the NAl call number, and, in some cases, a brief abstract. Entered in the database between January 1979 and December 1988, the listed material represents a sampling of frequently used resources in the NAL. (TES)

ED 321 921 RC 017 620

services and dropout prevention were also needed. New York and Pennsylvania together received 47% of the funding and 45% of the total awards. Most grants involved one or more states in a cooperative program. Only West Virginia had never participated as a cooperating state. Types of projects funded included career education, special education, resource centers, staff development, and health. A third of all projects focused on secondary school services. Principal activities conducted by the projects were technical assistance, curriculum development, and training. Most projects produced information, experiences, or other products that could be shared. There was, however, no central repository for products associated with the grants program. Local education agencies exhibited little awareness of Section 143 projects, except those with which their state agencies were heavily involved. (TES)

ED 321 933 RC 017 636

Jenkins, Jerry A.; Statler, Charles R.
A Plan for Conducting Evaluations of Summer Migrant Education Programs.
PUB DATE- 22 Jun 89
NOTE- 15p.; Paper presented to the Migrant Education Summer Conference (Raleigh, NC, June 22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; Federal Regulation; *Migrant Education; *Migrant Programs; *Summer Programs; Teacher Evaluation

Traditional evaluation designs using standardized achievement tests are not sensitive to the specific skills taught to migrant children in summer programs. This report proposes principles for evaluating summer migrant education programs based on the Federal Register requirements. The paper also offers information for designing evaluation procedures while improving migrant education. The document describes: (1) the process of developing a needs assessment for eligible children; (2) the importance of identifying achievement goals and educational objectives in designing evaluation procedures; (3) steps in the evaluation process; (4) criteria expressed as performance objectives for each child; (5)

involvement; (6) decrease dropout rates; (7) use evaluation methods to monitor and increase program effectiveness; and (8) implement efficient program management strategies. This report describes specific practices in each of these areas, discusses factors to consider in attempting to replicate the practices in other migrant education projects, and presents illustrative vignettes. Appendices outline components of this study's conceptual model and also index the case studies found in Volume II. (SV)

ED 321 946 RC 017 667

Rudes, Blair A.; And Others
Handbook of Effective Migrant Education Practices. Final Report. Volume II: Case Studies.
Development Associates, Inc., Arlington, Va.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Feb 90
NOTE- 210p.; For Volume I, see RC 017 666.
CONTRACT- 300-87-0133
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adoption (Ideas); Case Studies; Demonstration Programs; *Educational Practices; Elementary Secondary Education; *Migrant Education; *Migrant Programs; Preschool Education; Program Descriptions; *Program Effectiveness
IDENTIFIERS- *Program Characteristics; Program Replication; *Promising Practices

This report, the second of two volumes, presents case studies of 16 successful migrant education programs demonstrating "effective" educational practices that could be replicated elsewhere. On the basis of student outcome data, the projects were selected from 153 programs nominated by state directors of migrant education. The 16 projects are located in the: Dysart (Arizona) Unified School District No. 89; Tulare-Kings Counties (California); Pajaro Valley Unified School District, Watsonville (California); Collier County (Florida) Public Schools; Minidoka County School District No. 331, Rupert (Idaho); Fremont County Independent School District No. 215, St. Anthony (Idaho); Princeville (Illinois) Unified School District No. 326; Dodge City (Kansas) Unified School District No. 443;

Eskimos, and Aleuts living in Alaska Native villages. Census data are based on self-identification and thus may differ from data of other sources, such as tribal governments or the Bureau of Indian Affairs. An introduction describes data sources and related materials and the organization of this report. Appendices explain: (1) area classifications; (2) subject characteristics and comparability of 1980 data with 1970 census data; (3) general enumeration and processing procedures; (4) sample design, estimation procedures, and data accuracy; and (5) the census publications and computer tape program. Facsimiles of respondent instructions and questionnaire pages are included. (SV)

ED 321 958 RC 017 690

Inter-American Foundation Annual Report 1989.

Inter-American Foundation, Rosslyn, Va.

PUB DATE- 89

NOTE- 73p.; For the 1988 annual report, see ED 309 896. For the 1987 report, see ED 304 244. Photographs may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; Annual Reports; *Developmental Programs; *Economic Development; Fellowships; Foreign Countries; *Grants; Program Descriptions; Public Agencies; Rural Development; *Self Help Programs; Small Businesses; Technical Assistance; Training

IDENTIFIERS- Caribbean; *Foreign Aid; *Inter American Foundation; Latin America

The Inter-American Foundation (IAF), an independent agency created by Congress, funds local private organizations that support the self-help efforts of the poor in 25 Latin American and Caribbean countries. In fiscal year 1989, IAF approved 208 new grants, 175 grant supplements, and other program activities totaling over $25 million. The average grant size was $70,000, and grantee matching contributions averaged $1.33 per IAF dollar. The breakdown of grants by program area was: (1) 44% for food production, agriculture, ecodevelopment, and other rural programs; (2) 17% for small business development and management training; (3) 24% for education and training activities, such as organizational and vocational skills training, adult literacy programs, materials development, and technical publications; (4) 10% for community services programs; and (5) 2% for cultural expression projects.

DESCRIPTORS- Academic Achievement; Cognitive Development; College Science; Computer Uses in Education; Educational Research; Educational Technology; Elementary School Science; Elementary Secondary Education; Epistemology; Higher Education; Literature Reviews; Problem Solving; Program Evaluation; *Research and Development; Science Education; *Science Instruction; Scientific Concepts; Secondary School Science; Sex Differences; Student Attitudes; Teacher Attitudes; Teacher Education
IDENTIFIERS- *Science Education Research

This volume presents a compilation and review of more than 400 research studies on science teaching and the preparation of science teachers that were reported in 1988, organized into 10 sections. The sections are: (1) "Professional Concerns"; (2) "Teacher Education"; (3) "Programs"; (4) "Curriculum"; (5) "Instruction"; (6) "Conceptual Development"; (7) "Problem Solving"; (8) "Achievement"; (9) "Attitude"; and (10) "Epistemology." Each major section begins with an overview of the research summarized in the section and a context for review, and ends with an invited commentary on the impact and implications of the research presented in that section. A master bibliography is appended. (CW)

ED 321 970 SE 051 442

Kasten, Margaret; And Others
The Role of Calculus in College Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-5
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Calculus; *College Mathematics; *Curriculum

practices, growth graphs, and a chart of biochemical methods. (CW)

ED 321 983 SE 051 491

Tuckermanty, Elizabeth; Gallagher-Allred, Charlette R.
Normal Diet: Age of Parental Control. Nutrition in Primary Care Series, Number 5.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 40p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Children; *Dietetics; Disease Control; Health Education; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; Therapeutic Environment; Therapy; Toddlers

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module deals with the nutritional needs and feeding practices of a child between ages 1 and 12. A care study of a typical 4-year-old is used to test the student's knowledge of the nutritional care of a child. Included are the learning goals and objectives, and references for the physician and for the physician to give to the patient. The appendices include growth charts, a chart of triceps skinfolds, a chart of blood group and urine data, a sample nutrient breakdown chart, and a chart of sample listings of vitamin supplements. (CW)

ED 321 996 SE 051 504

Allred, John B.
Metabolic Principles. Nutrition in Health Promotion Series, Number 18.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 44p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biochemistry; *Dietetics; Disease Control; Health Education; Higher Education; *Independent Study; *Medical Education; Medicine; Nutrition; *Nutrition Instruction; *Physiology; Preventive Medicine; Science Education; Teaching Methods; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module discusses the cyclic mechanisms involved in storage and mobilization of protein, fat, and carbohydrates. It is designed to illustrate the relevance of biochemistry in daily clinical practice as it relates to patient nutrition. Included are learning goals and objectives, a self-check of achievement with regard to goals, and references. Appendices include discussions of the regulation of glucose uptake by the liver, and the molecular mechanism of glucagon and insulin action on enzyme regulation. (CW)

ED 322 009 SE 051 531

Bitner, Betty L.
Thinking Processes Model: Effect on Logical Reasoning Abilities of Students in Grade Six through Twelve.
PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; Intermediate Grades; *Learning Processes; Learning Strategies; *Logical Thinking; Mathematics Education; *Models; Secondary Education; *Secondary School Mathematics; Teaching Methods

The purpose of this study was to investigate the effect of an eclectic thinking processes model on the logical reasoning abilities of students in grades six through twelve. The experimental school consisted of 159 students whereas the control school had 111 students. The Group Assessment of Logical Thinking (GALT) was administered to the sample as a post-test. The thinking processes model incorporated logical, critical, and creative thinking skills. Teachers in the experimental school were presented with the model during workshops during the summers of 1986 and 1987. These teachers were encouraged to infuse the thinking processes into the mandated curricula during the 1986-1987 school term and were expected to do so in the fall of 1987. The control district neither participated in the two summer workshops nor were expected to infuse thinking processes into the mandated curricula. For both the experimental and the control school, correlational reasoning followed by probabilistic reasoning was the most difficult. The experimental school performed significantly higher than the control in controlling variables, correlational reasoning, and the total GALT score. Classification of the students according to reasoning levels revealed that only 3% of the total sample performed at the formal operational reasoning level. The significant differences favoring the experimental school seemed to indicate that the eclectic thinking processes model was effective. (CW)

ED 322 010 SE 051 540

Gaunt, Philip
Teaching about Western Europe. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-90-5
PUB DATE- Jun 90
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cross Cultural Studies; Current Events; *Curriculum Development; Elementary Secondary Education; *Foreign Countries; Global Approach; *Instructional Materials; International Studies; Social Change; *Social Studies; Student Educational Objectives; *Teaching Methods; *World Affairs
IDENTIFIERS- ERIC Digests; *Europe (West); European Community; European Economic Community

Recent historical events have made it increasingly important to strengthen the study of Western Europe in U.S. schools. With full integration of the European Community after 1992, with the unification of the two Germanys, and with the newly democratic states of the old Soviet bloc seeking some form of association with the European Economic Community, Western Europe will inevitably continue to affect our lives in significant ways. And yet the speed and complexity of the changes that are taking place make it difficult for educators to gain access to recent relevant information and to develop coherent teaching programs about Western European affairs. This ERIC Digest (1) discusses why students should learn about Western Europe; (2) suggests where Western European studies belong in the curriculum; (3) outlines strategies for teaching the subject; and (4) lists a selection of key sources of information. (Author/DB)

Constraint of Teaching Methods and Opportunity To Learn in High School History Classes: The Pressures of Content Coverage and Classroom Management.

PUB DATE- Apr 90

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; Classroom Observation Techniques; *Classroom Research; Classroom Techniques; *Content Analysis; Critical Thinking; Curriculum Research; Educational Change; Educational Philosophy; Educational Research; High Schools; *History Instruction; Learning Activities; Secondary School Curriculum; Social Studies; Teacher Behavior; *Teaching Methods; United States History

IDENTIFIERS- Content Area Teaching

Educational reformers have been concerned about an apparent lack of depth in most social studies curricula with the traditional pressure to "cover" vast amounts of content leading to limited student retention of knowledge. Observational studies have analyzed numerous high school social studies classrooms in which teacher-led lecture/recitation and mundane rote tasks are the norm. Such teacher-dominated classrooms limit student opportunity to learn critical thinking skills since students are rarely asked to construct substantive knowledge. This paper discusses the findings of a study in which the instructional practices of 12 U. S. history teachers in 6 schools and 24 classes were examined. Information concerning teaching methods, goals, tasks required, and classroom management strategies were examined to assess student opportunity to learn from the instruction. The findings indicated increasing student opportunity to learn, especially the opportunity to learn critical thinking skills, may well involve changing some teaching environments, and insuring that all teachers have the requisite content and pedagogic knowledge and skills to choose and implement the goals and activities that will come closer to the ideal social studies classroom envisioned by reformers. Numerous charts and tables are included. (DB)

ED 322 039 SO 030 015

Muskin, Carol

AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.
PUB DATE- Mar 90
NOTE- 19p.; For related documents, see SO 030 078-084.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Developing Nations; Evaluation; Foreign Countries; Global Approach; Higher Education; *International Programs; Interpersonal Relationship; Secondary Education; Self Motivation; *Student Volunteers; *Voluntary Agencies; *Volunteers; Womens Studies
IDENTIFIERS- American Field Service; *Jamaica

Volunteerism in Jamaica refers to voluntary work through organized public bodies and operates at two levels: (1) organized and formal; (2) non-organized and informal. The first group is made up of organized interest groups or community based groups, while those groups attract greater numbers of volunteers, they also have a higher turnover. The greater portion of volunteerism in Jamaica is informal and nonstructured. A majority of Jamaicans do volunteer work in a non-formal way. There exists a strongly held belief in a system of relationships to society based on mutual dependence. The system of reciprocity is part of the cultural heritage of the country. Voluntary work is a function of organized altruism and networks of friendship and is viewed as crucial to the development of the American Field Service (AFS) in Jamaica. Constraints and problems affecting volunteerism are combating cultural notions such as a restriction of one's freedom caused by a permanently structured obligation or duty. Shyness is suggested as a reason for not volunteering as well as the economic demands of paid work. Five recommendations are included for establishing a successful Jamaican AFS program using a public relations management techniques and working within the Jamaican world view of reciprocity to recruit volunteers. (NL)

ED 322 055 SO 030 084

Walsh, Desmond; And Others
The AFS Volunteer Resources Study: Summary of Findings from Australia.
AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.

Elementary Secondary Education; Moral Issues; *Public Schools; School District Autonomy; Values; *Values Education
IDENTIFIERS- *First Amendment; United States Constitution

Americans traditionally have looked to the public schools to play a role in transmitting society's values to students, and on various occasions the U.S. Supreme Court has emphasized the role of the nation's schools in inculcating basic values. For many years Maine has had a statute mandating the teaching of virtue and morality and another that mandates teaching about the nation's flag. The task of identifying what values are to be taught and their role in the curriculum, however, is entrusted for the most part to local school boards. Despite the broad discretion given to local boards in determining curriculum and managing the schools, some specific legal constraints apply to the teaching of values. This paper is a survey of some of the major legal issues implicated in efforts to teach or instill values in the public schools. The major doctrinal areas of legal constraints on values instruction discussed in the paper are: (1) religion; (2) political orthodoxy; (3) teacher versus personal affirmation; (4) parental rights; and (5) teachers' academic freedom. A legal case in Maine (Solmitz v. M.S.A.D. No. 59) involving an effort to inculcate values in the schools is presented as a case study. (DB)

ED 322 071 SO 030 113

Matsui, Machiko
Comparative Study of Female Overseas Students from Japan and the People's Republic of China at an American University.
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Beliefs; *College Students; Comparative Analysis; *Females; Feminism; Foreign Countries; Foreign Students; Higher Education; *Sex Role; *Social Science Research; Values; *Womens Studies
IDENTIFIERS- *China; *Japan

Women constitute one-third of the foreign student population in the United States. Research has shown that women's perceptions of gender roles change considerably through their experience in higher education. This study asks how women coming from one form of patriarchy to another perceive the impact of change on their roles

and Leisure (Auckland, New Zealand, January 18-23, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Downs Syndrome; Foreign Countries; Health Promotion; *Individual Characteristics; *Motor Development; Physical Education; Preadolescents; Student Placement

Assessment is an essential process for Physical Education program planning. This is especially true for children with special needs, such as children with Down Syndrome. The ultimate aim of assessments is to enable an informed and intelligent progam of planned activites. For children with Down Syndrome, there are no clear data on their overall motor performance nor is there a clear developmental picture. This paper will report the profile of strengths and weaknesses in the 8 sub-tests of the Bruininks Oseretsky Test (long form) for 27 children with Down Syndrome. The children ranged in age from 9 years 6 months to 13 years 8 months; mean age for the girls was 11 years 2 months, and for the boys, 11 years 4 months. The mean IQ for the girls was 53 and for the boys, 51. The children with Down Syndrome, with the exception of one boy, all live at home with their families. Three of the girls and two of the boys attend regular school, while the other girls and boys attend special schools. (Author/JD)

ED 322 087 SP 032 245

Grippin, Pauline C.
Reflections on Reflection: The Student Teaching Seminar.
PUB DATE- 15 Feb 90
NOTE- 31p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Clearwater, FL, February 15, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Conceptual Tempo; *Critical Thinking; Higher Education; Preservice Teacher Education; Program Effectiveness; Secondary Education; *Seminars; *Student Teacher Attitudes; *Student Teaching
IDENTIFIERS- *Reflective Teaching

This paper reports on a preliminary look at the student teaching

ED 322 102 SP 032 400

Goebel, Stephen D.; Sanchez, Kathryn S.
Alternative Certification Program 1987-1988.
Houston Independent School District, Tex.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; Comparative Analysis; Higher Education; *Internship Programs; Nontraditional Education; *On the Job Training; Preservice Teacher Education; *Program Effectiveness; Program Evaluation

The Houston Independent School District (Texas) began its alternative certification program (ACP) in the summer of 1985. The original proposal provided for a 1-year internship training program. Combining on-the-job training with supplemental, district-developed training modules, interns who are successful in the program would be recommended to the state for certification. This evaluation examines the effectiveness of the district's training program by comparing the student achievement of ACP interns with the student achievement of inexperienced and experienced teachers who were trained in traditional teacher education programs. Results generally indicated that the students of ACP interns achieve as well as the students of teachers who are trained through conventional university teacher training programs. (JD)

ED 322 103 SP 032 401

Goebel, Stephen D.; And Others
Alternative Certification Program 1988-1989.
Houston Independent School District, Tex.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English

Mentoring. Developing Successful New Teachers.
Association of Teacher Educators, Reston, Va.
REPORT NO.- ISBN-0-9624818-1-5
PUB DATE- 90
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; Helping Relationship; *Interpersonal Relationship; *Mentors; *Teacher Characteristics; *Teacher Role

This monograph contains an introduction, a recapitulation, and four papers on the concept of mentoring as an effective component of the induction program. The first paper, "Support for New Teachers" (Sandra J. Odell), develops the idea that a mentor must be an excellent classroom teacher, possess wisdom and skill in listening and questioning, and be facile at conflict resolution. The second paper, "A Definition for Developing Self-Reliance" (Richard S. Kay), defines mentoring as a comprehensive effort toward helping the individual develop self-reliance and personal accountability in a defined environment. The third paper, "Squishy Business" (Leslie L. Huling-Austin), presents a model of mentoring based on three styles: responder, colleague, and instructor. The appropriate style depends on the specific needs of the new teacher, the characteristics of the mentor, and the characteristics of the overall induction program. The fourth paper, "A New Knowledge Base for an Old Practice" (Theresa M. Bey), suggests that mentors be exposed to experiences and information in the areas of mentoring, clinical supervision, coaching, adult development, and interpersonal skills. Lastly, C. Thomas Holmes brings closure to the publication by highlighting the key aspects of each chapter. (JD)

ED 322 119 SP 032 506

Rud, Anthony G., Jr.
The Use and Abuse of Socrates in Present Day Teaching.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

NOTE- 86p.; For the 1984 edition, see ED 256 741.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Child Caregivers; *Curriculum; Elementary Secondary Education; Food Service; *Instructional Materials; *Nutrition Instruction; Parent Education; Program Evaluation; *Reference Materials; Special Education; Teacher Education; *Training Objectives
IDENTIFIERS- *Nutrition Education and Training Program

Part 1 of this annotated bibliography contains descriptive information on materials developed under the Nutrition Education and Training Program (NET). Each citation contains an abstract, format description, information on place of publication, source, and call number for further information. The materials are grouped in nine chapters by audience level (preschool and lower elementary grades, upper elementary grades, secondary education, multilevel education, special education, child care workers, food service training, professional and teacher education, and parent education). Part 2 contains citations from the literature regarding the NET Program, including planning suggestions and evaluation techniques, and evaluations of the NET programs and projects. Part 3 describes changes that have been made in the source, price, etc. of items in the 1984 edition of this bibliography. An appendix contains names and addresses of regional and state NET coordinators. Also provided are indexes to titles, audiovisual materials, languages, and states. (JD)

ED 322 134 SP 032 536

Schram, Pamela; And Others
Thinking about Teaching Subtraction with Regrouping: A Comparison of Beginning and Experienced Teachers' Responses to Textbooks. Research Report 89-5.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 29p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.75).
LANGUAGE- English

ED 322 148 SP 032 648

Dilworth, Mary E.
Reading Between the Lines: Teachers and Their Racial/Ethnic Cultures. Teacher Education Monograph No. 11.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-89333-068-X
PUB DATE- Aug 90
NOTE- 71p.
CONTRACT- RI88062015
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2412 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Cultural Background; *Cultural Differences; *Culture; *Ethnic Distribution; Hispanic Americans; Incentives; *Minority Group Teachers; Preservice Teacher Education; Rewards; Socioeconomic Status; *Teacher Attitudes; Teacher Motivation; Teacher Recruitment

This monograph identifies for researchers and teacher educators important questions about the ways in which race, ethnicity, and culture influence teachers' motivations and intentions for teaching, as well as their expectations of their students and of their own professional lives. Chapter 1, "The Culture of Teachers: The Culture of Teaching," presents a general overview of common knowledge regarding the nature or culture of the profession and its participants, the generally accepted notions regarding teaching as an occupation, and the attitudes or needs that may prompt an individual to pursue this career. Chapter 2, "Studying Teachers' Racial/Ethnic Cultures," suggests that for various reasons, educational researchers have generally overlooked this line of inquiry, which holds promise for recruiting minority teachers, as well as explaining their performance and the achievement of children from these groups. Chapter 3, "The Teaching Population: Present and Future," provides a general description of the current and prospective teaching population and leads into chapter 4, a discussion of racial and ethnic differences in "Teacher Motivation, Rewards, and Incentives." Chapter 5, "Racial /Ethnic Cultures," provides a brief descriptive profile of the major minority groups in the United States, and is a reference for much of the discussion. A 7-page bibliography concludes the volume. (JD) outperformed the pooled least squares approach. It is noted that the Bayesian simultaneous regression model is highly adaptive to different regression structures and therefore can be expected to perform as well as the other two models across most situations. Seven tables present study data. (Author/SLD)

ED 322 161 TM 015 252

Houston, Walter; Sawyer, Richard
Central Prediction Systems for Predicting Specific Course Grades. ACT Research Report Series 88-4.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- Dec 88
NOTE- 49p.; For related documents, see TM 015 251 and TM 015 254.
AVAILABLE FROM- ACT Research Report Series, 2201 North Dodge Street, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bayesian Statistics; Colleges; *College Students; Comparative Analysis; Estimation (Mathematics); Evaluation Methods; *Grade Prediction; Higher Education; Least Squares Statistics; Mathematical Models; Predictive Measurement; *Predictor Variables; Regression (Statistics); *School Statistics
IDENTIFIERS- Bayesian M Group Regression; *Central Prediction System; Collateral Information; *Cross Validation; Pooled Least Squares Method

Methods for predicting specific college course grades, based on small numbers of observations, were investigated. These methods use collateral information across potentially diverse institutions to obtain refined within-group parameter estimates. One method, referred to as pooled least squares with adjusted intercepts, assumes that slopes and residual variances are homogeneous across selected colleges. The second method, referred to as Bayesian m-group regression, allows estimates of slopes and residual variances to vary across colleges, without ignoring available collateral information. These central prediction models were compared with the more usual procedure of deriving regression equations within each college considered in isolation. Data were obtained from colleges participating in the American College Testing standard research services program during the 1983-84 academic year and during at least one of 1984-85, 1985-86, or 1986-87 academic years. Six analysis groups were used, ranging in

being studied; (4) the tests are fair; (5) results are overgeneralized; (6) similarities and differences are reported; and (7) conclusions have more to do with the researchers' expectations than with research results. Ways of reducing bias in research are summarized. (SLD)

ED 322 174 TM 015 308

Campbell, Patricia B.
The Hidden Discriminator: Sex and Race Bias in Educational Research.
Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 89
NOTE- 50p.; For related documents, see TM 015 304-307.
AVAILABLE FROM- Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Interpretation; *Educational Research; Elementary Secondary Education; Ethnic Stereotypes; *Evaluation Utilization; Guidelines; Mathematics Achievement; Minority Groups; *Racial Bias; Racial Relations; Research Design; Research Methodology; Research Problems; *Research Utilization; *Sex Bias; Sex Differences; Sex Stereotypes

This monograph examines educational research and some of the myths surrounding it. The results of educational research strongly influence education. Much research, past and present, is biased. It is necessary to understand that race and sex bias can affect research, to understand how to determine whether bias is present, and to know how to minimize its effects. To demystify research, people need to gain familiarity with research terms and methods and its strengths and weaknesses, and they need to use their understanding to examine many of the myths that exist about research. The myth that research and researchers are always objective is the most difficult one to refute, but examples of bias are not hard to find. It is not difficult to find bias in historical educational research, but the bias of today tends to be more subtle. Two areas in which bias has strongly influenced research are student interracial interaction and sex differences in mathematics ability. Guidelines are provided for determining bias in research, reducing the negative effects of bias, and making research more valuable to policymakers and practitioners. Suggestions are also offered for improving research by viewing it

SSR practitioners should: adopt a G approach to study the combined influence of SRME; report variance components and minimize the emphases on reliability coefficients; and investigate further applications of the G analytic approach. A 39-item list of references and six data tables are included. (RLC)

ED 322 187 TM 015 347

Uebersax, John; Grove, Will
Latent Structure Agreement Analysis. A RAND Note.
Rand Corp., Santa Monica, Calif.
REPORT NO.- RAND-N-3029-RC
PUB DATE- Nov 89
NOTE- 54p.
AVAILABLE FROM- The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Clinical Diagnosis; *Correlation; Estimation (Mathematics); *Evaluation Methods; Evaluators; *Interrater Reliability; Item Response Theory; *Mathematical Models; *Probability
IDENTIFIERS- Latent Class Analysis; *Latent Structure Analysis; Rater Reliability

Methods of probability modeling to analyze rater agreement are described, emphasizing their basic similarities and viewing them as variants of a common methodology. Statistical techniques for analyzing agreement data are described to address questions such as how many opinions are required to make a medical diagnosis with necessary accuracy. Kappa and other agreement indices, variance components approaches, and latent structure models are considered. Focus is on two related techniques, which differ in assumptions about disease subtypes and associated differences among cases in their ability to be correctly diagnosed: (1) latent class agreement analysis; and (2) latent trait agreement analysis. Specifically, these methods make it possible to determine from the opinion of panels of diagnosticians in an agreement study the following: the probable accuracy of an individual diagnosis; the probability of disease presence or absence given unanimous or conflicting opinions by several diagnosticians; and how many opinions should be required to make the diagnosis. It is concluded that because the estimation rules governing the agreement, including general provisions, the duration and procedure for negotiating a successor agreement, and prohibition against strikes. Nine appendixes to the agreement provide a workload type conversion table, school calendars, a salary schedule for 1989-90 and 1990-91, an aviation teaching assistant salary schedule for 1989-90 and 1990-91, special employment salary schedules for 24 August 1989 and 23 August 1990, and a stipulation of the agreement dated August 16, 1984. (JMC)

ED 321 808 JC 900 399

Collective Bargaining Agreement between the Board of Trustees of Community-Technical Colleges and The Congress of Connecticut Community Colleges, July 1, 1989-June 30, 1991.

Connecticut Community-Technical Coll., Hartford. Board of Trustees.; National Education Association, Washington, D.C.

PUB DATE- 89
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; College Administration; *College Faculty; *Community Colleges; *Contract Salaries; *Employment Practices; Faculty Promotion; Fringe Benefits; Grievance Procedures; Leaves of Absence; Personnel Policy; Policy Formation; Professional Development; Released Time; Sabbatical Leaves; School Schedules; Teacher Dismissal; Teaching Conditions; Two Year Colleges; Work Environment
IDENTIFIERS- *Connecticut

This collective bargaining agreement between the Board of Trustees of Community-Technical Colleges and the Congress of Connecticut Community Colleges is intended to promote the quality and effectiveness of education in the Connecticut Regional Community College System. The agreement consists of 25 articles covering the following areas: recognition of bargaining agent; employee rights; rights of the Board of Trustees; rights of the Congress; deduction of dues and service fees; academic freedom; grievances; maintenance of records; appointment and reappointment; working conditions and work load; evaluation; promotion; termination or reassignment for special reasons; separation because of incapacity; transfer and restructuring; dismissal and discipline; sabbatical leave and full-time leave for professional development; short-term and partial leave for professional development; other leaves; holidays

ED 321 821　　　　　　　　　　JC 900 419

Selected Collective Bargaining Agreements of Florida Two-Year Colleges.

Broward Community Coll., Fort Lauderdale, Fla.; Indian River Community Coll., FL.; National Education Association, Washington, D.C.

PUB DATE- 89

NOTE- 120p.; Part of a collection of collective bargaining agreements compiled by the National Education Association; for other Florida collective bargaining agreements, see ED 294 600.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Teacher Strikes; Tenure; *Two Year Colleges; Unions

IDENTIFIERS- *AAUP Contracts; Florida; *NEA Contracts

Collective bargaining agreements between the boards of trustees and faculty associations of Broward Community College (BCC) and Indian River Community College (IRCC) in Florida are presented. The BCC contract period covers 1987 to 1989, while the IRCC contract period covers August 1989 to July 1990. With some variation between the agreements in terms of coverage and detail, the following topics are dealt with: recognition of bargaining representatives; faculty rights; union rights; management rights; faculty compensation; conditions of employment; strikes and lockouts; general provisions; term of the agreement; legal counsel; rank and promotion; leaves of absence; transfers and force reduction; fringe benefits; tenure; termination of appointment; and grievance procedures. Salary schedules are attached to both agreements. The BCC agreement includes three addenda: a November 15, 1988 revision of the faculty appointment and tenure article; a supplement to the 1988-89 contract addressing terms of agreement, faculty compensation and health insurance; and a summary of contract amendments submitted to the college faculty in 1989 by the United Faculty of Florida, BBC's faculty association. (GFW)

Community College encourage foreign students to offer tutoring in their native languages and advice on travel to their homelands. Community college curricula can be internationalized through specifically designed courses or through the incorporation of lectures or assignments on global themes into existing courses. The nursing department at RCC, for example, has added a cross-cultural perspective to its curriculum by exposing students to local immigrant populations and the health issues affecting them. Some colleges bring an international flavor into their curricula through foreign language courses or study abroad programs. Work-study abroad programs offer career-oriented students a chance to gain employment experience and contacts while exploring another country. Another important aspect of an international curriculum is broadening the outlook of faculty and staff. This can be accomplished through travel study programs, faculty exchanges, and college consortia. The soundest advice for colleges attempting to internationalize their curricula is to relate new international ventures to the existing resources, programs, and mission of the college. (JMC)

ED 321 834 JC 900 435

Heaney, Barbara
The Assessment of Educational Outcomes. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-90-01
PUB DATE- Jul 90
NOTE- 4p.
CONTRACT- RI88062002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; *College Outcomes Assessment; College Planning; Community Colleges; Educational Trends; *Evaluation Criteria; Evaluation Problems; *Evaluation Research; Graduate Surveys; Institutional Evaluation; Legislators; Models; *Outcomes of Education; Two Year Colleges
IDENTIFIERS- ERIC Digests

A Comparison of the Child-Centered Curriculum Model, the Direct Instruction Curriculum Model, and the Open-Framework Curriculum Model: Three Curriculum Models for Disadvantaged Preschool Children.
PUB DATE- 89
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; *Compensatory Education; Disadvantaged Youth; *Educational History; Educational Practices; Literature Reviews; Models; *Preschool Children; Preschool Education; Program Implementation; *Research Methodology
IDENTIFIERS- *Child Centered Education; *Direct Instruction Model; *Open Framework Curriculum

The literature is reviewed on three curriculum models that were developed to help economically disadvantaged youngsters overcome the consequences of poverty and prepare for the academic challenges they would face in later years. The first section of the paper presents a historical overview of the developments in compensatory preschool education during the last 3 decades as they relate to three curriculum models: the child-centered, direct instruction, and open-framework curriculum models. The second section describes the direct instruction and open framework curriculum models as they are currently practiced and implemented in the schools. The discussion includes a comparison of the three approaches and an evaluation of the advantages and disadvantages of each in terms of the specific needs of the economically disadvantaged child. Arguments curently made by proponents and opponents of the models are included. The third section discusses limitations in the experimental design of research on the subject of curriculum models for economically disadvantaged preschoolers. Further, this section discusses those aspects of the subject which have been either completely omitted from the literature or which have not been studied in sufficient depth. Finally, new trends and directions in the field of compensatory preschool education are examined, which relate to the three curriculum models under consideration. (RH)

ED 321 848 PS 018 907

Johnston, John M.
Effects of Class Size on Classroom Processes and Teacher Behaviors in Kindergarten through Third Grade.

Training Program. Volume I.
REPORT NO.- ISBN-0-9602892-2-4
PUB DATE- 89
NOTE- 355p.; For Volume II, see PS 018 923. For the training manual, see PS 018 921.
AVAILABLE FROM- Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015 ($34.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Caregivers; *Child Health; *Classroom Environment; *Cognitive Development; Inservice Teacher Education; *Interpersonal Communication; Learner Controlled Instruction; Learning Activities; Learning Modules; *Physical Development; Postsecondary Education; Preschool Children; Preschool Education; Preschool Teachers; *School Safety
IDENTIFIERS- CDA; Child Development Associate; *Competency Based Curriculum

A supervised, self-instructional training program for the professional development of child caregivers is offered. Included in this volume, the first of two, are orientation materials and six training modules that are organized around the first six functional areas of the Child Development Associate (CDA) Competency Standards. These areas concern the provision of a safe and healthy environment in which children learn and have opportunities to develop physically and cognitively and to communicate their thoughts and feelings in interaction with caregivers and peers. The training program provides teachers with materials that: (1) become their personal resource and journal for working with preschool children; (2) are appropriate for new as well as experienced teachers; (3) are individualized so that teachers work on their own schedule and at their own pace; (4) may be used in any order; and (5) are practical and immediately applicable to the classroom. Each of the six modules includes an overview, a pre-training assessment, five or six learning activities, an end-of-module self-review, a list of additional readings, answer sheets, and a glossary. (RH)

ED 321 862 PS 018 923

Dodge, Diane Trister; And Others
Caring for Preschool Children: A Supervised, Self-Instructional Training Program. Volume II.

Netherlands; and (9) a report of research findings on the preventive health services for children in 10 Western European nations. A panel discussion and a statement on the main cause of and remedies for the United States' child health problem conclude the report. (RH)

ED 321 875 PS 018 939

Kunesh, Linda G.
Early Intervention for At-Risk Children in the North Central Region: A Comparative Analysis of Selected State Education Agencies' Policies. Executive Summary.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 19p.
CONTRACT- 400-86-0004
AVAILABLE FROM- North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126 (Order Number ECE-902, $2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Comparative Analysis; Early Childhood Education; *Early Intervention; *Educational Policy; Policy Formation; *Preschool Children; Program Evaluation; Regional Characteristics; *Standards; *State Government; State Programs
IDENTIFIERS- Illinois; Indiana; Iowa; Mandatory Programs; Michigan; Minnesota; Ohio; Wisconsin

An executive summary of a study of early intervention policies for young children at risk of academic failure in state education agencies (SEAs) in the North Central United States is provided. The SEAs selected for the study were located in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Policies developed before January, 1989 were studied. These included policies mandated by the seven SEAs or their state legislatures, and related rules, guidelines, and requirements. The study documented the processes by which the selected states developed their policies and legislation. Sections of the summary concern: (1) factors that support public investment in preschool programs; (2) development of the states' policies and legislation; (3) a comparative analysis of the states' early intervention policies, mandates, rules, guidelines, and requirements regarding components of effective early childhood

NOTE- 28p.
AVAILABLE FROM- National Black Child Development Institute, 1463 Rhode Island Avenue, N.W., Washington, DC 20005 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Black Youth; Guidelines; *Preschool Education; *Program Development; *Public Schools
IDENTIFIERS- *Program Characteristics

Ten guidelines for establishing preschool programs in the public schools are discussed in terms of premises and suggestions. It is asserted that public school-based programs for black, preschool-age children should: (1) incorporate an effective parent education program; (2) involve parents in decisions about curriculum and policy; (3) include teachers from the community served by the program who are racially and ethnically representative of the children served; (4) be required to offer training in preschool education or in-service training provided by qualified staff; (5) have a curriculum that is culturally sensitive and appropriate to the child's age and level of development; (6) be housed in schools that meet health and safety standards that apply to independent preschools and center-based child care programs; (7) participate in federal and state programs which guarantee adequate nutrition to children; (8) ensure that children who enter the programs have access to appropriate health care; (9) not limit their assessment of children to, or base their program planning solely on, standardized tests; and (10) be subject to a regular, external review by community members and early childhood development experts. A reference list, names and addresses of the National Black Child Development Institute (NBCDI) Advisory Committee on Child Care and information about NBCDI complete the guide. (RH)

ED 321 892 PS 018 963

Caldwell, Bettye M.
Early Intervention at Home and Abroad.
PUB DATE- 12 Aug 89
NOTE- 27p.; Paper is based on invited address at the Annual Meeting of the American Psychological Association (New Orleans, LA, August 12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Practices; Elementary Secondary Education; Family School Relationship; High Risk Students; *Inner City; *Models; Parent Education; *Parent Participation; Parent Role; Parents as Teachers; *Public Schools; School Community Relationship; *Urban Schools

This paper explores the links between student achievement and parent involvement, the importance of continuity between home and school, three philosophies underlying parent programs, and effective practices in parent involvement. The three philosophies considered are those of school-to-home transmission, interactive learning, and partnership for school success. The investigation of these philosophies reveals that the dominant approach used to enhance student achievement is school-to-home transmission of values and skills. The interactive transmission approach is identified as having particular promise when discontinuities between home and school disrupted student learning. The home-school partnership model seems to offer the most promise for bringing school achievement levels of low-income and minority children to those expected for middle-class students. Epstein's (1988) typology of types of parent involvement is used to outline examples of effective practice in each area. It is maintained that community linkages provide a promising direction for expanding the resources offered to children, families, schools, and community organizations. Barriers to effective parent involvement programs and the role of parent involvement in governance and advocacy are also discussed. (RH)

ED 321 908 PS 018 991

Parris, Rhonda E.
A Learning Activity for At-Risk Second Grade Students in Substance Awareness.
PUB DATE- 29 Jun 90
NOTE- 159p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Decision Making; *Elementary School Students; Grade 2; *High Risk Students; Instructional Design; *Instructional Development; Learning Activities; Primary Education; Selection; *Substance Abuse; Units of Study

This document presents an instructional unit consisting of lessons

Rural Economic Development for the 90's: A Presidential Initiative. The Findings and Recommendations of the Economic Policy Council Working Group on Rural Development.

Economic Policy Council, Washington, DC.

PUB DATE- Jan 90

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; *Economic Development; Federal Aid; *Federal Programs; Government Role; Health Services; Housing; Public Agencies; *Public Policy; Rural Areas; *Rural Development; *Rural Education

IDENTIFIERS- Presidential Initiatives

In March 1989 this working group explored how the federal government might better address rural America's problems. The WGRD consisted of key officials from relevant federal departments and agencies, who came together to explore the following areas of rural development programming: (1) rural education and training; (2) rural economic development; (3) rural infrastructure; (4) rural housing; and (5) rural health care. The report is divided into three sections, rural development perspectives, objectives and strategies, and an action plan. The first section defines the demographic problems faced by rural America, suggesting that federal development efforts be tightly coordinated and look beyond agriculture for answers. Local community leadership is the key to successful rural development programs. The second section outlines recommendations for change which include: improved coordination of federal, state, and local development efforts; improved support and training of local community leaders; improved rural education and job training; and improved infrastructure for expanding local businesses. The action plan in the final section includes announcements of the presidential Initiative on Rural America and a Rural Development Demonstration Program. Also suggested is the establishment of structures to coordinate and target government rural development efforts, and the establishment of a rural development technical assistance center and hotline. (TES)

ED 321 922 RC 017 622

approaches to measuring achievement; (6) the assessment of summer early-childhood education programs; (7) teachers' ratings and judgments; and (8) types and frequency of support services. Attachments include an outline of proposed federal evaluation rules and a sample teacher-rating form. (TES)

ED 321 934 RC 017 637

Czerniak, Robert, Comp.
Manufactured Homes as Affordable Housing in Rural Areas. Rural Information Center Publication Series, No. 5.
Extension Service (DOA), Washington, D.C.; National Agricultural Library, Beltsville, MD.
PUB DATE- Jun 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Government Role; *Housing; Housing Opportunities; Land Use; *Low Income; *Low Rent Housing; Property Taxes; Reference Materials; Residential Patterns; *Rural Areas; Rural Development; Structural Elements (Construction)
IDENTIFIERS- *Mobile Homes

This bibliography includes citations of approximately 60 books and articles pertaining to manufactured housing or "mobile homes," an important segment of the national housing industry. The availability of manufactured homes for low and moderate income groups is significant in light of skyrocketing new-housing costs. The South leads the nation with the highest numbers of manufactured units sited. The popularity of manufactured housing has created a number of issues for federal, state, and local governments. The federal and state roles have been primarily in the area of establishing building standards and regulations. State regulation has also been involved in the transportation of manufactured housing on state roads. States have begun to review taxation of mobile homes, while local governments have been creating regulations regarding zoning and the siting of manufactured housing. The most common restriction is to limit siting to "mobile home parks." The bibliography citations are classified under the following nine topic areas: Land Use Regulations; Impacts on Residential Areas; Construction Standards; Affordable Housing; Tax Issues; Trends and Forecasts; Parks; Value; and Case Studies. Most listings include title, author, publication source and volume

Dorchester County (Maryland Board of Education); Owatonna (Minnesota) Independent School District No. 761; Hancock-Harrison Cooperative (Mississippi); Glendive (Montana) Elementary School District No. 1; Hatch Valley (New Mexico) Municipal Schools; State University of New York (SUNY) College at New Paltz (New York); Snyder (Oklahoma) Public Schools; and McAllen (Texas) Independent School District. Case studies were based on observation of project services; review of project records; and interviews with project staff, students, and parents. Each case study: (1) reviews community and school contexts of the program and the program's historical development; (2) describes services, fundings, administration, facilities, and evidence of program effectiveness; and (3) discusses the potential transfer of the program's effective educational practices to other sites. This report contains 12 references and 33 data tables. (SV)

ED 321 947 RC 017 668

Dorman-Hickson, Nancy; And Others
Country Schools at the Crossroads: A Five-Part Series about Ideas and Programs That Are Being Used To Improve Rural Education.
PUB DATE- 90
NOTE- 23p.; Reprinted from "Progressive Farmer." Contains color pictures that may not reproduce well.
AVAILABLE FROM- Country Schools at the Crossroads, Progressive Farmer, Box 2581, Birmingham, AL 35202 (First copy free, additional copies, $1.50 ea.).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Community Involvement; Consolidated Schools; Dropout Prevention; Educational Change; *Educational Finance; Elementary Secondary Education; Financial Support; Home Instruction; *Rural Areas; *Rural Education; *Rural Schools; *Small Schools; Teacher Effectiveness; Telecourses
IDENTIFIERS- Home Instruction Program Preschool Youngsters

These five articles offer ideas on rural education, school consolidation, and community-based educational improvement initiatives. The first article, by Boyd Kidwell, gives a status report of rural schools, which are saddled by declining enrollments, fewer dollars, and demands for higher standards. Examples in Georgia, Texas, and Missouri are used to illustrate

Other program activities included: (1) fellowships awarded to 29 graduate students conducting field research on grassroots development in Latin America and the Caribbean and to 15 scholars from Latin American and Caribbean institutions pursuing graduate study at U.S. universities; (2) in-country support services; and (3) publications, videos, and translations. Brief articles discuss the elements of a grassroots development strategy, the democratization of development, networking, and information dissemination. This report includes brief descriptions of the 383 grants and grant supplements, grant application information, and breakdowns of financial and statistical information for 1972-1989. (SV)

ED 321 959 RC 017 692

Dibski, Dennis J.; And Others
Integration of Theory and Practice in Rural Schools through a Provincial Leadership Unit.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Administration; Educational Planning; Elementary Secondary Education; Foreign Countries; *Leadership; Rural Areas; *Rural Schools; School Effectiveness
IDENTIFIERS- *Educational Leadership; *Saskatchewan

During the 1980s in the province of Saskatchewan there have been many initiatives from government, trustee and teacher organizations, universities, and school systems to respond to dramatic changes in rural school communities. Between 1979 and 1987 rural schools experienced a decline in student enrollment of 12%. To deal with the changing profiles of the province's rural schools, the Saskatchewan Educational Leadership Unit (SELU) was established in 1986. Its commitment to excellence in educational leadership was based on the belief that the quality of administration, teaching, and learning can be enhanced through communication, coordination, cooperation, and consultation. Its objectives are to: (1) promote educational leadership through design and implementation of professional development programs and activities; (2) conduct research and administrative studies on educational leadership and

Development; *Educational Trends; Higher Education; *Mathematics Curriculum; Mathematics Education; Teaching Methods
IDENTIFIERS- ERIC Digests

Calculus has become the center of a heated debate within the mathematics community. There are those who question the very centrality of calculus in the mathematics curriculum. Evidence indicates that many current calculus courses are not serving students well. In addition, computers and advanced calculators can now do many of the manipulations that students learn in calculus. Discussed in this digest are: the status of calculus in high school mathematics; enrollment and success patterns in college calculus; the calculus needs of various college majors; calculus teaching methods in colleges and universities; and curriculum development support from the National Science Foundation. A list of 11 references is included. (CW)

ED 321 971 SE 051 443

Kasten, Margaret; Howe, Robert W.
Students at Risk in Mathematics: Implications for Elementary Schools. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-88-6
PUB DATE- 88
NOTE- 5p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and field of study, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Dropout Prevention; Dropouts; Elementary Education; *Elementary School Mathematics; *High Risk Students; *Mathematics Achievement; Mathematics Education; Mathematics Skills; Minority Groups; *Potential Dropouts
IDENTIFIERS- ERIC Digests

Tuckermanty, Elizabeth; Gallagher-Allred, Charlette R.
Normal Diet: Adolescence. Nutrition in Primary Care Series, Number 6.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 44p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; Athletes; Biochemistry; Body Weight; *Dietetics; Disease Control; Health Education; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; Therapeutic Environment; Therapy
IDENTIFIERS- *Weight Maintenance

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. The goal of this module is to familiarize the student with the appropriate nutritional care of the adolescent. Changes in nutritional requirements, typical nutritional problems, and eating patterns of adolescents are discussed. Special attention is given to the adolescent male athlete and to the weight-conscious menstruating female. Included are the learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices include a chart of nutritional analysis of fast foods, a list of food sources of iron, a method for determining minimum wrestling weight, and a nomogram for percentage of body fat. (CW)

ED 321 997 SE 051 505

Roehrig, Karla L.
Risk Factors and Disease Prevention. Nutrition in Health Promotion Series, Number 19.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 40p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cancer; Cardiovascular System; *Dietetics; Disease Control; Health Education; Higher Education; *Independent Study; *Medical Education; Medicine; Nutrition; *Nutrition Instruction; Physiology; *Preventive Medicine; *Risk; Science Education; Special Health Problems; Teaching Methods

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module is designed to aquaint the primary care physician with the role risk factors play in the disease process and to identify how risk factors (such as diet) may be modified in order to lessen the threat of chronic disease. Cardiovascular disease and cancer are used as models for the application of risk factor analysis in disease prevention. Included are learning goals and objectives, a self-check of achievement with regard to goals, and references. (CW)

Lee, Okhee; And Others
Changing Middle School Students' Conceptions of Matter and Molecules. Research Series No. 194.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 90
NOTE- 92p.; Contains light and broken type which may not reproduce well.
GRANT- MDR-855-0336
AVAILABLE FROM- Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Structures; *Elementary School Science; Grade 6; Intermediate Grades; Junior High Schools; *Matter; *Middle Schools; *Misconceptions; Molecular Structure; *Physical Sciences; Science Education

The purpose of this study was twofold: (1) to understand the conceptual frameworks that sixth-grade students use to explain the nature and structure of matter and molecules; and (2) to assess the effectiveness of two alternate instructional units in helping students change those conceptions. The study involved 15 sixth-grade classes taught by 12 teachers in each of 2 successive years. Student misconceptions were investigated during the first year. Clinical interviews administered to 24 students and tests administered to 365 students revealed that their thinking about the nature of matter and about physical changes in matter differed from canonical scientific thinking in a number of ways. The main purpose of the second year of the study was to compare the effectiveness of the original commercial teaching unit with revised curriculum materials in promoting student understanding of matter and molecules. Posttest scores for both years were compared. The differences in posttest scores concerning aspects of matter and molecules were statistically significant for 9 of the 10 conceptual categories studied. Implications for science teaching and curriculum development are discussed. Conceptual frameworks, charts of student conceptions and tasks, a copy of the pre/posttest, and the interview protocol and analysis system are appended. (CW/Author)

ED 322 024 SO 020 909

Asia Today: An Atlas of Reproducible Pages.
World Eagle, Inc., Wellesley, MA.
REPORT NO.- ISBN-0-930141-15-6
PUB DATE- 88
NOTE- 191p.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Ave., Wellesley, MA 02181.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Charts; Elementary Secondary Education; Foreign Countries; Global Approach; *Graphs; Human Geography; Instructional Materials; Learning Modules; *Maps; Reference Materials; Social Sciences; Social Studies
IDENTIFIERS- *Asia

The geography and the people of Asia are documented in this series of maps, tables, and graphs designed for classroom use as instructional materials with information about the countries, people, land, industries, trade, languages, religions, cities, food and agriculture, health, schooling, jobs, energy, industry, demographic statistics, and aspects of government. Individual country maps originally produced by the Department of State are included. The work has been designed to be reproduced to meet classroom needs. (NL)

ED 322 025 SO 020 975

Hoachlander, Marjorie E.
Profile of a Museum Registrar: CASE Research Project 7-78.
Academy for Educational Development, Inc., Washington, D.C.
SPONS. AGENCY- City Univ. of New York, N.Y. Center for Advanced Study in Education.; Cooper-Hewitt Museum, Smithsonian Institution's National Museum of Design, New York, NY.
PUB DATE- 79
NOTE- 125p.
AVAILABLE FROM- Academy for Educational Development, 1414 Twenty-Second Street, NW, Washington, DC 20036.

Equity and Opportunity To Learn in High School United States History
Classes: Comparisons between Schools and Ability Groups.
PUB DATE- Apr 90
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Academic Ability; Classroom Observation Techniques; *Classroom Research; *Comparative Analysis; Educational Change; *Educational Opportunities; Educational Policy; Educational Research; Equal Education; High Schools; *History Instruction; Learning Activities; Socioeconomic Status; Teacher Characteristics; Teaching Methods; *United States History

Many education reformers criticize the mediocre state of learning in high schools in the United States. In order to insure that all students have equal access to high quality teaching, it is argued that educators must explore the potent connections among school setting, ability grouping, teaching methods, and student opportunity to learn. The research described in this paper analyzes student opportunity to learn U.S. history in 6 schools and 24 classrooms across various ability groups. The goal study's was to determine whether inequitable opportunity to learn exists within a varied sample of high school U.S. history classrooms, and to discern whether such differences can be explained by school level characteristics, teacher characteristics, and the ability group structure. The paper presents a conceptual framework and literature review; study design and sample; the opportunity structure established by school policy regarding ability grouping, class size, and curriculum/tests utilized; the degree of engagement instruction; school, teacher and ability group differences in the opportunity offered by instruction; and summary of school, teacher and ability group influences on student opportunity to learn. A number of complex interrelationships among school, teacher, and ability groups influences are observed. For example, questions concerning the equitable distribution of opportunity to learn U.S. history and critical skills such as discussion and writing are raised. Differences in teacher pedagogic skills, such as classroom organization and management, clearly influence student opportunity to learn. A number of figures and tables are included as is a 35-item bibliography. (DB)

ED 322 040 SO 030 016

PUB DATE- Jul 89
NOTE- 18p.; For related documents, see SO 030 078-083.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Evaluation; Foreign Countries; Global Approach; Higher Education; *International Programs; Interpersonal Relationship; Secondary Education; Self Motivation; *Student Volunteers; *Voluntary Agencies; *Volunteers; Womens Studies
IDENTIFIERS- *American Field Service; *Australia

The American Field Service (AFS) has 3,500 volunteers throughout Australia. Local chapters recruit potential host families and participants. Host families are recruited actively and selectively while volunteers are recruited largely through AFS presentations at schools, through friends, and by returning volunteers. Due to a high level of demand for fundraising, difficulty in finding host families, and the current political debate in Australia concerning issues of multiculturalism and Asian immigration, tensions have risen within the organization, often as a result of geographic distances, regional rivalries, and the central management structure. Ten recommendations are made for the future of AFS in Australia, addressing specific needs, problems, and current concerns within the organization. Among the recommendations are: AFS should clarify the policies and goals, AFS should develop a corporate identity, and AFS should make volunteer training a priority. (NL)

ED 322 056 SO 030 085

Rivera, Ron; And Others
The AFS Volunteer Resources Study: Summary of Findings from Ecuador.
AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.
PUB DATE- Oct 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitudes; Developing Nations; Foreign Countries; Global Approach; Higher Education; *International Programs; Interpersonal Relationship; Program Evaluation; Secondary Education; Self Motivation; *Social Action; *Student Volunteers;

as women. A review of the research literature revealed it was usually male-biased and findings were not specified by gender. This study, conducted at the State University of New York at Buffalo, looks at students in terms of the country of origin; field of study; degree of contact with U.S. feminism; marital status; and living arrangements in the United States. The students were randomly selected, and semi-structured open ended questions were administered to 8 female graduate students from each of two countries: the People's Republic of China and Japan. The women from China saw themselves as being treated at Chinese universities primarily as genderless intellectuals while the Japanese said they were forced to behave in a "feminine" way in Japanese society because of social pressures. Marital status and living arrangements proved significant, as single women enjoyed greater mobility and freedom. Exposure to U.S. feminism through friendships and course work related to Women's Studies were the most significant factors in changing attitudes and perceptions of sex roles. A 36-item bibliography is included. (NL)

ED 322 072 SO 030 115

Baker, Thomas E.
What Is the Capital of the State of Chaos? Geography in the Public School Curriculum.
PUB DATE- 20 Oct 89
NOTE- 16p.; Paper presented at the Annual Meeting of the National Social Science Association (Arlington, TX, October 20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Research; Elementary Secondary Education; *Geography; *Geography Instruction; *Global Approach; *Instructional Development; Public Schools; *Teacher Education
IDENTIFIERS- *Global Education; Texas

This paper discusses various views of the nature of geography and its place in the public schools; sketches the current role of geography in the K-12 curriculum; and offers suggestions for policy and practices in geographic education. Recent criticism in the media of U.S. students' geographic illiteracy is noted; it is pointed out, however, that geographic literacy encompasses more than memorizing place names. Global education for the public seminar as a vehicle for encouraging reflective thinking about teaching and learning. The seminar group was composed of 32 undergraduate and graduate students, student teachers in the secondary school disciplines. A preliminary self-analysis essay written by the student teachers addressed the issues of career choice, purposes of education, student-teacher relationship, and perceived strengths and weaknesses. The students attended a weekly cross-discipline seminar in which the reflective teacher model was explained and endorsed. Students were required to reflect upon readings, structured observations of practicing teachers, and their own planning for teaching. Discussions of teaching strategies, goals and objectives, and contextual issues were held concurrently with field experiences. In the final class period, students responded anonymously to a survey on their perceptions of change in their ideas and goals as a function of the student teaching experience and the seminar experience. An analysis of the results of the study indicated that the student teaching seminar has potential as a vehicle for educational change via the encouragement of reflective practice. Results are displayed in seven tables; the two essay-type questionnaires are included. (JD)

ED 322 088 SP 032 265

Cohen, Rosetta Marantz
Ethnographic Portraits of Veteran Teachers: Portraits of Survival and Commitment.
PUB DATE- 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ethnography; *Personality Traits; Secondary Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Education Curriculum; Teacher Student Relationship; *Teaching Experience; *Teaching Styles

This paper offers a synopsis of the findings of a full-length ethnographic study which dealt with the phenomenon of the strong, veteran teacher who has succeeded in remaining enthusiastic over the course of a 30-year career. Subjects were five secondary school teachers of varied ethnic backgrounds representing a range of disciplines and teaching in widely divergent settings. Through

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Alternative Teacher Certification; Higher Education; *Internship Programs; Nontraditional Education; *Program Effectiveness; *Program Evaluation

The Alternative Certification Program (ACP) was implemented to reduce staffing shortages and to develop an alternative training program capable of producing teachers who are equal to or superior to teachers trained by traditional methods. This evaluating examines the effectiveness of the Houston (Texas) District's training program by comparing the achievement of students taught by ACP interns with the student achievement of inexperienced and experienced teachers who were trained in traditional teacher training programs. In addition, this evaluation examines the effectiveness of the ACP staff and the support given to interns by school personnel. Survey results generally indicate that the students of ACP interns achieve as well as the students of teachers who are trained through conventional university programs, and interns perceive a high level of support from the administrators. (Author)

ED 322 104 SP 032 402

Opuni, A. Kwame; And Others
The Teacher Induction Program 1988-1989.
Houston Independent School District, Tex.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; Interpersonal Relationship; Mentors; *Program Effectiveness; Program Evaluation; *Program Implementation; *Socialization

The Houston (Texas) Independent School District's teacher induction program utilizes the services of both mentors and teacher scholars. The mentors provide a variety of support services for the inductees at the building level, focusing on the pedagogical, emotional, and social adjustment needs of the inductees. The mentors receive a total of 12 hours of training during the school year. The teacher scholars provide demonstration lessons, coteaching sessions, and a

DESCRIPTORS- *Critical Thinking; Discourse Analysis; *Discussion (Teaching Technique); Educational Philosophy; Elementary Secondary Education; Higher Education; *Humanistic Education; *Persuasive Discourse; Social Values; *Teaching Methods; Values Clarification
IDENTIFIERS- *Socratic Method

The philosophical and educational significance of the present study lies in its attempt to clarify the value and importance of the Socratic legacy for education, in addition to underscoring the difficulty of understanding that legacy. Perspectives on Socrates and his legacy, from Friedrich Nietzsche to contemporary critics, such as Bruce Kimball and Sophie Haroutunian-Gordon, provide insight into the ways the Socratic philosophical tradition has influenced contemporary liberal education. Examples from several key Socratic dialogues demonstrate that a misunderstanding of the nature and mission of Socratic teaching is easy to come by. An examination of some current manifestations of Socratic pedagogy leads to the conclusion that there is a widespread use of the term "Socratic" in descriptions of certain types of teaching from kindergarten through law school and that some of these uses derive from a misunderstanding of Socrates. Although many critics have provided enough textual evidence to arouse suspicion about the value of Socratic method in education, there is also evidence that an enduring core of the Socratic tradition is valuable for teaching. This core is found in the larger issues raised in the dialogues: the project of moral inquiry and a searching that cuts across social class. These Socratic issues should be of foremost use, and ultimate worth in present-day teaching. (JD)

ED 322 120   SP 032 507

Munn, Pamela; And Others
How Do Teachers Talk about Maintaining Effective Discipline in Their Classrooms?
Scottish Council for Research in Education.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Discipline; Elementary Secondary Education; Foreign Countries; Secondary Education; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Education; Elementary School Mathematics; Elementary School Teachers; *Manipulative Materials; *Mathematics Instruction; *Number Concepts; Place Value; *Subtraction; *Teaching Experience; Teaching Methods; Textbook Evaluation; *Textbook Selection

This paper reports a comparative analysis of beginning and experienced teachers' thinking about teaching subtraction with regrouping commonly called "borrowing"), and the role that textbooks play in their deliberations. Twelve beginning and nine experienced teachers appraised and compared two contrasing textbook selections dealing with this topic and described how they would teach it with or without either of the textbooks. The analysis revealed both differences and similarities between the experienced and beginning teachers. Not surprisingly, experienced teachers had more elaborated lenses for looking at the textbooks and thinking about how to teach the topic. While both experienced and beginning teachers seemed to assume that manipulative materials were inherently worthwhile, neither beginning nor experienced teachers discriminated among particular concrete materials and all seemed to think that seeing or touching such materials automatically produced understanding. Nor did the two groups differ significantly in their understandings of multidigit subtraction. This finding challenges the common belief that teachers learn about their subjects by teaching them. Rather, subject-specific knowledge of children's learning seems a more likely outcome of teaching experience. An important role for textbooks appears to lie in developing teachers' understandings of the appropriate use of concrete materials. (Author/JD)

ED 322 135 SP 032 538

Feiman-Nemser, Sharon; Parker, Michelle B.
Making Subject Matter Part of the Conversation or Helping Beginning Teachers Learn To Teach. Research Report 90-3.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 23p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University,

TM

ED 322 149 TM 014 013

Sawilowsky, Shlomo; Blair, R. Clifford
An Investigation of the Type I Error and Power Properties of the Rank Transformation Procedure in Factorial ANOVA.
PUB DATE- Apr 87
NOTE- 143p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Analysis of Variance; *Factor Analysis; Monte Carlo Methods; Statistical Analysis
IDENTIFIERS- Power (Statistics); *Rank Transformation Procedure; *Type I Errors

This study examined the Type I error and power properties of the rank transform test when employed in the context of a balanced 2x2x2 fixed effects analysis of variance (ANOVA). Computer generated Monte Carlo methods were used to compare the Type I error and power properties to those used in the usual test. The results showed the rank transform procedure to be erratic with respect to both Type I errors and power. Under some circumstances, the test was both robust and powerful, while under others it was decidedly nonrobust and manifested power below that of the usual ANOVA F test. It was recommended that researchers avoid this test except in those specific circumstances where its properties are well understood. Seven tables present data on Type I error rate and power. (SLD)

ED 322 150 TM 014 657

size from 11 to 17 colleges, each with at least 20 and less than 100 observations. It was found that for both models using collateral information, a sample size of 20 resulted in a level of cross-validated prediction accuracy comparable to that obtained using the within-college least squares procedure at colleges with 50 or more observations. The Bayesian approach outperformed the pooled least squares approach. It is noted that the Bayesian approach is highly adaptive to different structures and can thus be expected to outperform the other two procedures across most situations. Three tables in the text and 12 in Appendix A provide study data. Appendix B contains six graphs illustrating the models. (Author/SLD)

ED 322 162 TM 015 254

Noble, Julie P.; Sawyer, Richard
Predicting Grades in Specific College Freshman Courses from ACT Test Scores and Self-Reported High School Grades. November 1987.
American Coll. Testing Program, Iowa City, Iowa.
REPORT NO.- ACT-RR-87-20
PUB DATE- 88
NOTE- 61p.; For related documents, see TM 015 251-252.
AVAILABLE FROM- ACT Research Report Series, 2201 North Dodge Street, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bayesian Statistics; *College Freshmen; Comparative Analysis; Evaluation Methods; Grade Point Average; *Grade Prediction; Higher Education; High Schools; High School Students; Least Squares Statistics; Mathematical Models; Predictive Measurement; *Predictor Variables; Regression (Statistics); Student Placement; Test Results; *Test Validity
IDENTIFIERS- American College Testing Program; Bayesian M Group Regression; Collateral Information; *Cross Validation; *Pooled Least Squares Method; Self Report Measures

The validity of American College Testing Program (ACT) test scores and self-reported high school grades for predicting grades in specific college freshman courses was studied. Specific course grades are typically used to place students in remedial, standard, or advanced classes. These placement decisions, in turn, have

more critically. An appendix, "A Beginner's Guide to Educational Research," introduces the basics. A 104-item list of references is included. (SLD)

ED 322 175   TM 015 311

Renfrow, Donata D.; Kromrey, Jeffrey D.
Descriptions and Uses of Content-Specific Pedagogical Items.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Definitions; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Knowledge Level; *Licensing Examinations (Professions); *Minimum Competency Testing; *Multiple Choice Tests; Secondary School Teachers; Teacher Education; *Test Construction; Test Items
IDENTIFIERS- *Content Specific Test Items; *Teacher Competency Testing

After a brief review of recent research concerning teacher testing, this paper presents concrete examples of multiple-choice test items that assess more than teachers' minimal, basic knowledge. Specifically, multiple-choice test items used for the assessment of pedagogical content knowledge (C-P items) are contrasted with items used for the assessment of content knowledge (C items) and items used for the assessment of general pedagogical knowledge (P items). Following the contrasting examples, a working definition of C-P items is developed, practical considerations related to their development and use in testing programs are presented, and a categorization of the content of such items is proposed. The experiences of Florida and Georgia with regard to the development of subject-area certification tests for teachers are considered. The distinguishing features of C-P items are described. The following working definition of C-P items is proposed: "The class of C-P items includes those items for which the examinee's determination of the correct response depends upon knowledge of the treatment of content in educational situations." This definition excludes those items that solely address content, without an educational context, and those items that address general procedures and software are better developed for the latent class agreement model, investigators should pursue this approach first. Eleven data tables and a 54-item list of references are included. (RLC)

ED 322 188 TM 015 348

Kennedy, Robert L.
Educational Indicators and Eighth Grade MPT Passing Rates.
PUB DATE- Jun 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Arkansas Association for Supervision and Curriculum Development (Hot Springs, AR, June 19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Cutting Scores; Educational Assessment; *Educational Quality; *Grade 8; Junior High Schools; Performance; *Predictor Variables; School Districts; School District Size; School District Spending; Test Results
IDENTIFIERS- *Educational Indicators; *Quality Indicators

The contributions of educational indicators to the eighth grade passing rates on the Minimum Performance Test (MPT) for Arkansas' 329 school districts for the 1987-88 school year were investigated. The variables/educational indicators reported in this study included: school district size in terms of average daily attendance, number of teachers with master's degrees, various fiscal characteristics, outside aid amounts, number of personnel, minimum foundation program aid, expense per student, eighth-grade MPT passing rates as percentages, and average personnel salaries. The correlation analysis addressed the question of whether any of the variables steadily increased or decreased as school district size increased. Analysis using multiple regression and Pearson correlation techniques indicated that none of the factors accounted for more than slight contributions to the variance in the percentage of students passing the MPT by district. These findings are consistent with numerous researchers, particularly those who investigated the relationship between school district size and achievement. It appears that calls for school district consolidation to effect enhanced academic achievement, solely on the basis of district size, are unfounded. (Author/RLC) and vacations; salaries and fringe benefits; labor management committee; extent of agreement; savings clause; and the term and duration of the agreement. Appendixes include a table of rank and minimum qualifications, teaching faculty salary grids, and retirement benefit rates. In addition, the document contains a longevity schedule, supplemental letters of agreement, an agreement for part-time employees, and an index. (JMC)

ED 321 809 JC 900 402

Frank, Jean M.
Howard Community College Follow-Up of 1988 Graduates. Research Report Number 66.
Howard Community Coll., Columbia, Md.
PUB DATE- Jul 90
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Choice; *College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; Employer Attitudes; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Personnel Evaluation; Program Effectiveness; Questionnaires; *Student Characteristics; Two Year Colleges; Two Year College Students

In 1989, a survey was conducted of all 266 students who had received an associate degree or certificate from Howard Community College (HCC) during fiscal year 1988. The purpose of the study was to evaluate programs and student services in the community colleges by collecting and analyzing data on the experiences and various outcomes of the colleges' graduates. Major findings, based on a 50% adjusted response rated, were as follows: (1) 95% of the respondents indicated that they had achieved their most important academic goal either completely or partly; (2) in ratings of various aspects of the college, the overall quality of the college, the quality of classroom instruction and math skills improvement received the highest positive responses; (3) 64% of the respondents who entered HCC with a goal of preparing for transfer achieved their goal within one year of graduating; (4) at their transfer institution, 88% of the respondents were enrolled in the same or a related field as their program at HCC, and 62% reported a grade

ED 321 822 JC 900 420

Collective Bargaining Agreement between Flathead Valley Community College Board of Trustees and the FVCC Education Association.

National Education Association, Washington, D.C.

PUB DATE- 89

NOTE- 59p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. Some pages contain light type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; *Two Year Colleges; Unions

IDENTIFIERS- National Education Association; *NEA Contracts

This collective bargaining agreement between the Flathead Valley Community College (FVCC) Board of Trustees and the FVCC Education Association establishes management rights, rights of members, and terms of employment for the period July 1, 1989 through June 30, 1991. The 22 articles in the agreement include the following: (1) preamble; (2) recognition of bargaining agents; (3) definitions; (4) statement of non-discrimination; (5) rights of the association, including use of facilities and campus mail; (6) management rights; (7) professional dues, fees, and payroll deductions; (8) rights of members; (9) work leaves, including absence, sickness, sabbatical, personal, and bereavement leaves; (10) academic freedom and responsibilities, including contract year obligations, class and course assignment, and workload/overload pay; (11) evaluation of members; (12) probationary and tenured appointments; (13) discipline and discontinuance of employment; (14) prohibited activities, including prohibitions regarding conflicts of interest, non-college sponsored professional services, disclosure, copyright policy and research conclusions; (15) travel policy; (16) retrenchment; (17) grievance and arbitration; (18) professional compensation, including salary schedule and pay periods; (19) fringe benefits; (20) miscellaneous provisions; (21) work stoppage; and (22) duration-retroactivity. Grievance forms, salary schedule and seniority listings, are appended. (GFW)

With the growing demand for accountability by legislators, outcomes assessment has become a much higher institutional priority for community colleges. According to a recent survey, two-thirds of the states have implemented formal assessment initiatives, compared to a very few states only 1 year earlier. Institutions, however, must be careful that assessment is not used only to ensure accountability, but also to enhance institutional quality. Effective and meaningful assessment evolves within a collaborative framework in which both legitimate legislative needs and the integrity of institutional autonomy are respected equally. Follow-up studies and job placement surveys are often adequate for institutional needs but do not sufficiently fulfill state requirements. Some colleges have therefore implemented comprehensive assessment programs which attempt to evaluate quality at all levels, over time, through systematic reviews of academic programs and services and longitudinal studies of educational trends. One model identifies six areas of concern faced by all colleges: access and equity; employment preparation and placement; college/university transfer; economic development; college/community partnerships; and cultural and cross-cultural development. In 1988, a national study of outcomes measures investigated the use of academic progress and employment outcomes, student learning outcomes, and student satisfaction outcomes among a sample of 675 institutions of the American Association of Community and Junior Colleges. Over 90% of the respondents expected outcomes measures to maintain their current priority or increase in priority over the next 3 to 5 years. The results of outcomes assessment should help colleges identify where present efforts and priorities lie and where they should be placed. (JMC)

ED 321 835 JC 900 446

Williams, Dana Nicole
Correctional Education and the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-89-05
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB DATE- Aug 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research; *Class Size; Faculty Workload; Grouping (Instructional Purposes); Individualized Instruction; Instruction; Parent Teacher Cooperation; Primary Education; State Programs; *Teacher Aides; Teacher Behavior; *Teacher Student Ratio; Time Factors (Learning); Volunteers
IDENTIFIERS- Developmentally Appropriate Programs; *Project STAR; *Tennessee

Tennessee's Student/Teacher Achievement Ratio project (Project STAR) was designed to study the effects of class size on pupils in primary (K-3) grades. Responses of Project STAR teachers (N=1,003) to the annual Teacher Exit Interview are summarily reported for 1986 through 1989. Generally, the perceptions of teachers in small classes, in regular size classes of about 25 pupils, and in regular size classes with an aide were highly consistent from grade level to grade level. Teachers of small classes explained how their teaching had differed in relation to having only 13 to 17 children, whereas teachers of regular size classes with an aide explained how having a full-time teacher's aide accounted for the differences they experienced. After background and methodological information, contents concern: (1) time and instruction; (2) individualizing instruction; (3) the learning environment in small and regular size classes with aides; (4) conclusions from Project STAR teacher interviews; (5) grouping practices of Project STAR teachers; (6) interaction of teachers with parents and volunteers; (7) teachers' perceptions of work-related problems; and (8) effects of class size reduction and use of full time teacher aides on classroom processes and teacher behaviors. (RH)

ED 321 849 PS 018 908

Howard, Esther Moore; Correro, Gloria C.
A Longitudinal Study of Achievement Associated with Participation in a Public School Kindergarten.
PUB DATE- Feb 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Houston, TX, February, 1987). See ED 288 655 for earlier version.
LANGUAGE- English

REPORT NO.- ISBN-0-9602892-2-4
PUB DATE- 89
NOTE- 364p.; For Volume I, see PS 018 922. For the training manual, see PS 018 921.
AVAILABLE FROM- Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015 ($34.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Caregivers; *Creativity; *Family Involvement; *Guidance; Inservice Teacher Education; Learner Controlled Instruction; Learning Activities; Learning Modules; Postsecondary Education; Preschool Children; Preschool Education; Preschool Teachers; *Program Administration; *Self Concept; *Social Development
IDENTIFIERS- CDA; Child Development Associate; *Competency Based Curriculum

This volume, the second of two, offers a supervised, self-instructional training program for the professional development of child caregivers. The volume provides orientation materials and seven training modules that are organized around functional areas of the Child Development Associate (CDA) Competency Standards. These areas concern the provision of opportunities for children to be creative, to feel successful and competent, develop social skills, and acquire self-control, for parents to participate in and receive support from the child care program, for service providers to skillfully manage their program or business, and for child caregivers to develop professionally. The training program provides to teachers materials that: (1) become their personal resource and journal for working with preschool children; (2) are appropriate for new as well as experienced teachers; (3) are individualized so that teachers work on their own schedule and at their own pace; (4) may be used in any order; and (5) are practical and immediately applicable to the classroom. Each of the seven modules includes an overview, a pre-training assessment, four to seven learning activities, an end-of-module self-review, a list of additional readings, answer sheets, and a glossary. (RH)

ED 321 863 PS 018 924

Daro, Deborah; And Others

programs as set out by the High/Scope Educational Research Foundation and the National Association for the Education of Young Children; and (4) policy implications for educational quality, delivery and coordination of services, and accountability. (RH)

ED 321 876 PS 018 940

Richardson, Barbara B.
Negotiating Your Child's Experience in the Public Schools: A Handbook for Black Parents.
National Black Child Development Inst., Inc., Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE- 89
NOTE- 31p.
AVAILABLE FROM- National Black Child Development Institute, 1463 Rhode Island Avenue, N.W., Washington, DC 20005 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Advocacy; *Blacks; *Parent Participation; Parent Responsibility; *Parent Role; *Parent School Relationship; *Public Schools; Resources

Ways Black Americans can ensure that their children receive a high quality education are described in this handbook. Sections concern: (1) parents as partners and advocates; (2) what parents need to know and what they can learn from neighbors and friends, the district office, the school, and the principal; and (3) actions to take in the interest of their children. Concluding remarks point out that parent involvement is a crucial element in children's success at school. Black parents have the responsibility of ensuring, through consistent monitoring and advocacy, that their children are provided every available educational opportunity. Publications of the National Black Child Development Institute and its organization are described. (RH)

ED 321 877 PS 018 941

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Day Care; Early Childhood Education; *Early Intervention; *Educational Development; Educational Quality; Global Approach; Policy Formation; *Preschool Education; Psychology; Research Needs
IDENTIFIERS- Professional Concerns

This paper highlights six issues to be faced by practitioners and others working in early intervention programs as they strive to meet parental expectations and achieve increased scientific respect and public acceptance. Issues discussed include the need to: (1) find an acceptable auspice and a nomenclature that communicates to everyone that "educare" is the service provided; (2) improve quality without fostering sterility and stifling innovationi; (3) establish more effective linkages with other human service fields; (4) increase the broadness of the research agenda; (5) be sensitive to the policy implications of the work; and (6) learn from other countries. It is concluded that the field is a fertile one for the involvement of professional psychologists. (Author/RH)

ED 321 893 PS 018 964

Wilson, Melvin N.; And Others
An Analysis of Adult-Child Interaction Patterns in Diverse Black Families.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Rockefeller Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 90
NOTE- 32p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990). Last few pages of figures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Communication (Thought Transfer); *Communication Problems; Family (Sociological Unit); *Family Structure; *Grandparents; Mothers; *Parent Child Relationship; Parent Role

This study investigated the effect of family structure and grandmother's residence on familial and adult-child interaction and patterns of conversation during evening meals. A total of 50 black designed to heighten second graders' awareness of the dangers of substance use. It is expected that students who complete the unit will be able to differentiate safe and dangerous substances and make wise choices regarding substance use. The unit's major instructional divisions focus on: (1) safe use of substances; (2) identification of hazardous substances; (3) safety rules for dangerous substances; and (4) decision making regarding substance use. The instructional program was developed through the instructional systems design process, a systems approach model involving analysis, design, development, implementation, and evaluation. Analysis revealed that there are many learning and teaching materials that address the problem. Design activities established the unit's goals and determined prerequisites for the knowledge level and behavior skills of entering students. Internal processes of learning were related and compared to selected methods and media. Formative and summative evaluations indicated that the instruction was effective. Measures, the instructional materials package, and other related materials are appended. A total of 32 references are cited. (RH)

ED 321 909 PS 018 993

Fiene, Richard
Early Childhood Research and Evaluation for State Licensing Administrators.
Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Children, Youth, and Families.
PUB DATE- Aug 90
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Data Collection; Delivery Systems; *Early Childhood Education; Evaluation Methods; *Formative Evaluation; Guidelines; Profiles; *Program Evaluation; *Summative Evaluation; *Systems Approach
IDENTIFIERS- *Program Monitoring; *Research Results

This book for state early childhood licensing administrators addresses the problem of obtaining systematic and reliable information about the operation of an early childhood or child care program. The book: (1) provides an introduction to early childhood program evaluation; (2) describes systematic observation

Basic Skills Performance of Alaska's Students. Achievement Test Results for the 1989-90 School Year. Technical Appendix: Student School Questionnaire Results for the 1989-90 School Year.

Alaska State Dept. of Education, Juneau.

PUB DATE- Feb 90
NOTE- 536p.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Basic Skills; Elementary Education; *Elementary School Students; Public Schools; School Districts; State Surveys; Student Attitudes; Test Norms; *Test Results
IDENTIFIERS- *Alaska; Iowa Tests of Basic Skills

In 1988, the Alaska State Board of Education adopted regulations requiring the selection and annual administration of a basic skills achievement test in reading, mathematics and language arts in grades 4, 6, and 8 for at least 6 consecutive years. During October, 1989, 95%, or 23,372 students in grades 4, 6, and 8 in Alaska's 54 school districts and Centralized Correspondence Study took the Iowa Tests of Basic Skills, Form G (ITBS). Results indicate that, on average, Alaska's students in all grades scored at or above the national 50th percentile in reading, mathematics, and language arts. Results show varying performance across districts. Lower district scores are associated with (1) high rates of students who live in homes where English is a second language; (2) cultural differences between the community and the school; and (3) high concentrations of poor families. In addition to the test, a brief questionnaire was completed by students and building principals. Responses were compared to student performance levels with the following significant relationships to higher student scores: (1) attending kindergarten; (2) reading almost every day outside of school; (3) watching only 1-2 hours of television each day; (4) planning to attend college or obtain an advanced degree; and (5) lower teacher and principal turnover. Sections of the report include Program Description; Report Format; Statewide Questionnaire Results; Alaska State Profile; and Individual District Profiles. The separately bound Technical Appendix is a compilation of student questionnaire responses. (ALL)

ED 321 923 RC 017 624

numbers, page numbers, and publication date. The document also contains selected lists of journals and associations pertaining to housing. The citations were the result of online database searches through the DIALOG and LOGIN systems. The databases used in DIALOG were: the Architectural Database, Encyclopedia of Associations, PAIS International, and Trade and Industry. (TES)

ED 321 935 RC 017 638

Carroll, Sue Ellen
Rural Education Problems: Current Status and Future Focus.
Louisiana Coll., Pineville.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.
PUB DATE- 15 Jan 90
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Assessment; Educational Attainment; *Educational Change; Educational Demand; Educational Technology; Elementary Secondary Education; Financial Problems; Literature Reviews; Population Trends; *Public Policy; Rural Areas; Rural Economics; *Rural Education; *Rural Schools; Teacher Shortage

This literature survey examines rural problems and potential improvement strategies that have emerged on the agendas of rural educators and policymakers. The report discusses diverse rural conditions, demographic shifts, economic changes, technological improvements in education, increased demand for reform in curriculum and classroom management, teacher shortages, low educational attainment, financial support, and current federal and state rural education policies. Historically, states have taken responsibility for education, with the Federal Government acting to insure equal opportunity and to disseminate new approaches. Rural people are culturally diverse, but generally hold a relationship with the land and natural resources. Population growth and composition affect the wealth of the economy, career opportunities, tax collection and allocation, teacher availability, and accessibility of potential partnerships. New demands on rural teachers are high, and their retention poses a problem. Rural schools' curriculum and classroom management have also been subject to change due to public pressures for reform. The sparsity of rural population means education is more expensive than it is elsewhere. Financial support for rural schools remains a problem, and rural

rural-urban differences, and these examples raise questions about the benefits of school consolidation. A Texas community's effort to save its small school is also described. The second article, by Des Keller, describes a preschool education improvement program in Wilmot, Arkansas. The Home Instruction Program for Preschool Youngsters (HIPPY) teaches parents how to help their children at home. The article also describes a Georgia high school's dropout prevention program, a Tennessee education equity movement, and a field-trip program in Nebraska. The third article, by Nancy Dorman-Hickson, describes the use of satellites and cable TV linkages to offer courses not ordinarily available to rural students. Equipment costs and funding sources are also described. The fourth article, by Boyd Kidwell, discusses the rural teacher shortage and teacher quality. Teachers are profiled and their efforts in dropout prevention, early childhood education, poverty, and community involvement are described. The fifth article, by Nancy Dorman-Hickson, describes the Houlka (Mississippi) Organization for Pupil Education (HOPE), a rural community's fund-raising and educational facilities improvement effort. A final summary section suggests ways that rural communities might find funding, support teachers, cultivate community involvement, and come up with creative teaching tools. The booklet also includes a list of 10 agencies offering assistance to rural educators. (TES)

ED 321 948 RC 017 670

Bean, Frank D.; Tienda, Marta
The Hispanic Population of the United States. A Census Monograph Series: The Population of the United States in the 1980s.
REPORT NO.- ISBN-0-87154-104-1
PUB DATE- 87
NOTE- 456p.; Prepared for the National Committee for Research on the 1980 Census.
AVAILABLE FROM- Russell Sage Foundation, 112 E. 64th St., New York, NY 10021.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Census Figures; Cubans; Data Interpretation; *Demography; *Hispanic Americans; Latin Americans; Mexican Americans; Migration; Puerto Ricans; *Socioeconomic Status
IDENTIFIERS- Census 1960; Census 1970; *Census 1980

matters affecting educational leadership; (3) provide a forum in which significant educational and administrative issues can be addressed; (4) provide a communication link among the various provincial and local educational organizations involved in leadership development; and (5) provide consultative services to school boards and educational leaders interested in enhancing their leadership development and education programs. The SELU supports strategic planning, with emphasis upon both external and internal analysis and leadership. By providing support to rural school jurisdictions, SELU expects that both lay and professional leaders will gain understanding of their context, will formulate views of alternative futures, and will proceed to provide quality education for rural students. A profile of the Last Mountain School Division Planning Study is included. Thirty-three works are cited. (ALL)

ED 321 960 RC 017 695

Goldsmith, Oliver Scott; And Others
Alaska's Potential Tax Revenues. ISER Fiscal Policy Papers, No. 3, February 1990.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
SPONS. AGENCY- ARCO Alaska, Anchorage.
PUB DATE- Feb 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Financial Problems; *Fiscal Capacity; *Income; *Local Government; Public Policy; *State Government; *Taxes; Tax Rates
IDENTIFIERS- *Alaska

During the 1980s Alaska's state and local governments spent two to three times more per capita than governments in other states but taxed individuals and businesses only about half as much. They were able to do this because high petroleum revenues paid most government expenses. Petroleum revenues began declining in the 1980s, and by the year 2000, will leave an estimated $1 billion gap in the state budget. If state and local governments taxed individuals and businesses at national average rates, they could cut this gap in half. This paper analyzes potential revenues for Alaska governments. It examines how much tax Alaska's state and local governments currently collect and estimates how much different tax collections would be if tax rates were at national

Two groups of students at risk of not developing adequate mathematical knowledge and skills are (1) the "typical or usual" and (2) "the nominal mathematics students"--those who do not achieve at a satisfactory level in mathematics and/or do not enroll in mathematics courses beyond typical required courses. This digest provides information for preventing and reducing the problems related to at-risk students. Included are: (1) descriptions of the potential dropout and of the nominal mathematics student; (2) a summary of at-risk students; and (3) an outline of ways to reduce the number of mathematically at-risk students. This section lists some variables associated with elementary school mathematics programs which in various combinations tend to produce a lower percentage of dropouts and a lower percentage of nominal mathematics students. Seventeen references are listed. (YP)

ED 321 972 SE 051 452

Howe, Robert W.; Warren, Charles R.
Resources for Educational Materials Related to Science Education, K-12. ERIC/SMEAC Science Education Digest No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-15
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Audiovisual Aids; Computer Software; Educational Trends; *Elementary School Science; Elementary Secondary Education; Instructional Materials; *Resource Materials; Science Curriculum; *Science Education; *Science Materials; *Secondary School Science
IDENTIFIERS- ERIC Digests

This digest identifies selected sources of materials for science education. Included are: the Educational Resources Information

ED 321 985 SE 051 493

Cox, Janice Hovasi; Gallagher-Allred, Charlette R.
Normal Diet: Pregnancy and Lactation. Nutrition in Primary Care Series, Number 7.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 55p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Dietetics; Disease Control; Health Education; *Independent Study; Infants; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Physiology; *Pregnancy; Preventive Medicine; Science Education; Therapeutic Environment; Therapy
IDENTIFIERS- *Lactation

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. The goal of this module is to assist physicians in planning and providing nutritional support for the greatest advantage of both the mother and the fetus during pregnancy and lactation. Included are the learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices including recommended nutrient allowances, foods classified by food groups, a list of plant protein sources and ethnic foods, a list of common problems in pregnancy with possible causes and dietary treatment, a list of the practicalities of breastfeeding, and a chart of drug use in breastfeeding mothers. (CW)

ED 321 998 SE 051 506

Crosser, Gail Hoddlebrink
Decoding Fad Diets. Nutrition in Health Promotion Series, Number 20.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 43p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Dietetics; Disease Control; Health Education; Higher Education; *Independent Study; *Medical Education; Medicine; Nutrition; *Nutrition Instruction; *Patient Education; *Preventive Medicine; Science Education; Special Health Problems; Teaching Methods

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module is designed to help primary care physicians become critical reviewers of nutritional information. These skills will help the physician to be able to critique nutritional claims and teach patients how to assess fad diets and popular nutritional products. Included are learning goals and objectives, a self-check of achievement with regard to goals, and references for the physician and for the physician to recommend to patients. Appendices include patient handouts concerning avoidance of nutritional quackery, and the dangers of herbal teas. (CW)

ED 322 011 SO 019 099

Indonesian Information Kit No. 1036.

United Nations Children's Fund, New York, N.Y. United States Committee.

PUB DATE- 80

NOTE- 28p.; Kit also contains a wallchart, "UNICEF in Indonesia".

AVAILABLE FROM- U.S. Committee for UNICEF, 331 East 38th St., New York, NY 10016.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Children; Community Programs; Developing Nations; Elementary Secondary Education; Foreign Countries; *Geography; *History; Instructional Materials; *International Programs; Learning Modules; *Problems; Resource Units; Social Studies; Units of Study

IDENTIFIERS- *Indonesia; United Nations Childrens Fund

The goals of this United Nations Children's Fund (UNICEF) kit are to present information about Indonesia, its problems and its needs and to describe how UNICEF helps improve children's lives. The materials consisting of a pamphlet, a booklet, an information sheet and a wall chart, are designed to be used in elementary or secondary school classrooms and in community programs. The pamphlet, "Indonesia Information Kit: Introduction and Guide," contains: (1) a suggested study guide; (2) learning activities for children, youth, and adults; (3) discussion questions; and (4) examples of an Indonesian recipe, a shadow-play, a song and a game, and a puzzle. The booklet, entitled "In Indonesia," provides information about the country's geography, history, and human development problems, along with a description of a UNICEF-assisted program. The kit also contains "Basic Facts about UNICEF" which features examples of this organization's assistance programs. A 15-item bibliography, pictures, and maps are included. (JHP)

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Needs; *Museums; Occupational Surveys; *Personnel Data; Profiles; Questionnaires; Research Projects
IDENTIFIERS- Museum Registrars; Museum Studies

This book represents the first independent research study directed toward the educational needs and interests of museum registrars to be undertaken by a university in collaboration with a nationally recognized museum. The study's primary objective was to provide data to be used for the development of materials and methods in the training and education of museum registrars. Designed to encourage museum registrars to express how they view themselves in relation to their work was mailed to 434 museum registrars in the United States and Canada. In addition, 100 museum directors were surveyed on how they perceive the role of the registrar. Other components of the research design of the project included the production of color videotapes based on study topics selected by the registrars. An annotated bibliography also was compiled by members of the advisement group for the project. Based on the findings of the research, the following five recommendations were made: (1) more research should be undertaken on museum training; (2) a larger quantity of training materials more relevant to the needs of museums should be created; (3) study centers for museum professionals should be established; (4) more technical assistance should be obtained by museums; and (5) the use of color videotape for operational purposes in museums should be explored. Appendices include: (1) the survey instrument; (2) a computerized profile of a museum registrar; (3) data on functions performed by museum registrars; (4) interview questions; and (5) the script of a videotape on the job-related tasks of a museum registrar entitled "When the Show Moves On." Tables, figures, and a partially annotated bibliography of general reference books, books on automation, computerization, conservation, and museum registration, and periodicals are included. (DB)

ED 322 026 SO 020 984

Social Studies Philosophy Statement.
Oregon State Dept. of Education, Salem.
PUB DATE- 90
NOTE- 8p.

Argentina: Social Sectors in Crisis. A World Bank Country Study.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-1094-1
PUB DATE- 88
NOTE- 161p.; Twenty pages of data tables contain small, light type.
AVAILABLE FROM- Publications Sales Unit, Department F, The World Bank, 1818 H Street NW, Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Developing Nations; *Economic Factors; Educational Finance; Elementary Secondary Education; Foreign Countries; *Health; Higher Education; *Living Standards; Policy Formation; *School Statistics; Systems Development
IDENTIFIERS- *Argentina

Based on the findings of a two month visit to Argentina by a World Bank Mission in November/December of 1988, this report summarizes current economic, education, and social policies in Argentina. The four major areas targeted are the social sectors, education, health care, and housing. The analysis identifies critical problems in the organization of and approach to education, health and public housing and why previous reform efforts were impeded. Suggestions are made for change and improvement in the efficiency of the social sectors and recommendations are made for addressing the problems of primary and secondary education as well as vocational and higher education. Sixty-six statistical data charts on population, the economy, employment, and a map of Argentina are provided. (NL)

ED 322 041 SO 030 021

Birkenhauer, Josef, Ed.; Marsden, Bill, Ed.
German Didactics of Geography in the Seventies and Eighties. A Review of Trends and Endeavours.
International Geographical Union, Edmonton (Alberta). Commission on Geographical Education.
REPORT NO.- ISBN-3-980-1896-0-0
PUB DATE- 88
NOTE- 274p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.

*Voluntary Agencies
IDENTIFIERS- *American Field Service; *Ecuador

Voluntary organizations have filled the gap to provide social and community services in Ecuador in areas where government or profit-making agencies were absent. There was a proliferation of activities for the poorest sector of society in response to government neglect. Activities focused on economic and social progress through community development and the American Field Service (AFS) stressed the development of an international perspective. Volunteer organizations in Ecuador fell into five groups: (1) social service; (2) community civil service; (3) cultural promotion; (4) education and apprenticeship programs; and (5) community development. Volunteers were classified according to age, social class, motivation, and the settings in which they worked. AFS volunteers in Ecuador included both scholarship recipients and their parents. Generally they were from upper and middle-class families and were university students or graduates. A meeting with AFS volunteers and other volunteer groups for the purposes of this study was held in May 1988. The information forthcoming from the meeting indicated that members of other social action volunteer groups did not perceive clearly the nature of the work done by the AFS volunteers and considered them an elite group uninterested in addressing social needs. Seven recommendations were offered for the creation of a strong AFS Program in Ecuador. (NL)

ED 322 057 SO 030 089

Newman, Joan A.
The Status of the Arts in Education: A Summary from the Research Center.
Northwest Educational Service District 189, Mount Vernon, WA.
PUB DATE- May 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Curriculum Development; Demonstration Programs; *Educational Change; Educational Development; Educational Research; Elementary Secondary Education; Program Development; School Districts; State Programs

This report is a summary of art programs research; an analysis of national, state, and local (Mount Vernon, Washington) art education is outlined. The analysis is constructed from: materials entered schools with an interdisciplinary, inquiry approach is advocated. However, inadequate teacher preparation, restrictive curriculum rules, and the recent emphasis on testing narrowly defined skills may be impediments to this goal. (NL)

ED 322 073 SO 030 118

Hilden, Clark G.
India and the Green Revolution.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; Developing Nations; *Foreign Countries; *Geography Instruction; Higher Education; Population Trends; Poverty; Social Studies; Teaching Guides
IDENTIFIERS- *Green Revolution; *India

In the 1960s it was predicted that famine would strike India because the country lacked the necessary resources to feed its rapidly growing population. Yet, in the 1970s and 1980s new agricultural developments occured that have helped abate the crisis. These developments comprise what is now called the Green Revolution. India's food/population crisis and the elements of the Green Revolution are outlined in this student handout that accompanies a teaching unit about agriculture in a cultural geography course. The development of new varieties of food grains; the heart of the Green Revolution; the changes in agriculture that have resulted from the revolution; and the changes that remain to be made are analyzed. Three tables and an 11-item bibliography are included. (DB)

ED 322 074 SO 030 121

open-ended interviews and participant observations, the study explored those factors in the home lives, career histories, and personalities of these teachers that have contributed to their resiliency and success over time. The study also explored the extent to which the beliefs and attitudes of these five subjects corresponded to the ones attributed to veteran experts in other literature in the area. Although the teachers varied widely in their teaching styles and personalities, key similarities were found among them. These included: retention of the novice perspective on teaching and an urgency and vitality in their approach to teaching; their emphasis on teacher control and consistent pursuit of self-actualization, with much less emphasis on student enablement; and low esteem for their own teacher preparation. These five teachers applauded recent attempts to reduce required classroom hours in education and refocus attention on academic coursework. What they described as lacking in their own education comes close to what has been called pedagogical content knowledge, i.e., subject knowledge presented ass it might be taught, with sensitivity to the structure of specific disciplines and the way learners assimilate those structures. (JD)

ED 322 089 SP 032 325

Evans, Richard C.; And Others
Mathematics Teacher Preparation: USA versus USSR.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Curriculum; *Mathematics Teachers; *Preservice Teacher Education; *Teaching Methods
IDENTIFIERS- *United States; *USSR

In the preparation of mathematics teachers both similarities and differences exist between the United States and the USSR. The vast majority of mathematics graduates in the USSR are females, primarily because most mathematics graduates will become teachers and most males do not want to teach because of low salaries and lack of respect for teachers. This problem is shared by the U.S. In the USSR, mathematics majors will take approximately 146 U.S. credit hours of mathematics during their 5-year program as compared variety of support services for inductees. With their extensive teaching backgrounds and familiarity with the various content areas, the scholars also represent a critical alternative source of instructional support for the inductees. The scholars act as the liaisons between inductees and mentors, especially in dysfunctional situations where personalities or instructional philosophies differ. This report describes: (1) the program as implemented in the 1988-89 school year; (2) the effectiveness of the program implementation; and (3) the effectiveness of the program in achieving the program goals. (JD)

ED 322 105 SP 032 406

Kelly, Patricia R.
Teacher Status: What Students Think about the Profession.
PUB DATE- Feb 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; Prestige; *Professional Recognition; Questionnaires; Social Status; *Status Need; *Student Attitudes; Teacher Salaries; *Teaching (Occupation)

This study sought to determine the current attitudes of male and female, rural, urban, and suburban students in grades 3, 6, 9, and 12 regarding the status of elementary and secondary public school teachers. Students (N=904) responded to a 28-item questionnaire designed to assess their attitudes about teacher status. The questions were developed to reveal significant differences in attitudes of students at different grade levels and of different genders. Student responses indicated significant gender and grade differences in attitudes. More responses favoring teaching were selected by female than by male students. Third-grade students had the highest percentage of positive responses regarding teacher status, followed by twelfth-, sixth-, and ninth-grade students, in that order. While the majority of students indicated positive feelings about the performance of their own teachers and viewed teaching as a job to be proud of, they did not perceive teaching as a viable career option for themselves. An analysis of student responses is presented and suggestions are made for the direction

A study was conducted to discover what expert teachers do to promote and maintain effective discipline in their classrooms. The research took place in four secondary schools in Scotland. A random sample of students (aged 12-16 years) in each of the schools were asked to write the names of the three teachers in the school who were best at getting the class to work well and to write what it was that each of the three teachers did that made the class work well. The 16 selected teachers were observed for 2 weeks. Brief interviews with each teacher sought to elicit the teacher's own constructs of what he or she did to get the class to work well. From the analysis of the teachers' descriptions and explanations of what they do to maintain effective discipline and keep the class running smoothly, a framework was derived for understanding effective classroom discipline. The framework, grounded in teachers' actual practice, not in what they think they ought to do or what they would do in ideal circumstances, has three main elements: actions, goals, and conditions. The framework could be used in three ways: (1) helping beginning teachers to analyze classroom practice; (2) helping beginning teachers to reflect upon their practice; and (3) helping beginning teachers to develop their lesson planning. (JD)

ED 322 121 SP 032 508

Hertz-Lazarowitz, Rachel
An Integrative Model of the Classroom: The Enhancement of Cooperation in Learning.
PUB DATE- Apr 90
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Organization; *Cooperative Learning; Elementary Education; Foreign Countries; *Interaction Process Analysis; *Student Behavior; *Teacher Behavior; Teacher Student Relationship; Teaching Methods; Time on Task

Cooperative learning aims to enhance students' on-task interactive behaviors in the classroom. Observation in Israeli elementary schools has indicated that interactive behavior of students in their learning sequence holds potential for quality cooperation and help among children, but that teachers lack the skills to structure

East Lansing, MI 48824-1034 ($4.60).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Content Analysis; *Course Content; Elementary Secondary Education; *Instructional Development; *Intellectual Disciplines; *Knowledge Level; Learning Strategies; Mentors; Teaching Methods; Textbook Content

To what extent and in what ways do issues about content and the teaching and learning of content figure in the conversations between novices and their mentors? This paper explores that question by means of four cases drawn from a large data set about two different first-year teacher programs, an induction program sponsored by a university and a local school district, and an alternate certification program for secondary teachers sponsored by a school district and employing mentor teachers. Conversations between experienced and beginning teachers are discussed in relation to four aspects of learning to teach academic content: (1) deepening one's own understanding of subject matter; (2) learning to think about academic content from the students' perspective; (3) learning to represent subject matter in appropriate and engaging ways; and (4) learning to organize students for the purposes of teaching and learning academic content. (JD)

ED 322 136 SP 032 539

McCarthey, Sarah J.
Talk about Text: Changes in Content and Authority Structures in Peer Response Groups. Research Report 90-5.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 22p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.60).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Discourse Analysis; Grade 1; *Group Dynamics; *Interaction Process Analysis; Peer Groups; Primary Education; *Student Reaction; Teacher Behavior; *Teacher

Mehrens, William A.; Green, Donald Ross
Standardized Tests and School Curricula.
PUB DATE- Dec 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Local Norms; National Norms; *National Programs; School Districts; Scores; *Standardized Tests; Testing Problems; *Testing Programs; Test Interpretation; Test Use
IDENTIFIERS- *Curriculum Based Assessment

This paper discusses the relationship of the content of nationally standardized and normed achievement tests and that of local school curricula and the effect that relationship has on the meanings and uses of the test scores. The following questions are considered: (1) whether tests have to match what is taught to be useful; (2) whether it is fair to teachers and students to use tests that include material not taught; (3) whether it is fair to use tests that do not include material that is taught; (4) whether local tests should be used instead of national tests; (5) whether national norms are needed; (6) whether some testing problems can be solved by the use of an item bank; and (7) whether or not it is possible to create a test that is tailor-made (customized) for local curricula and still obtain national norms by embedding nationally calibrated items. Five general issues are considered: inferences that can be made from standardized test scores; the basis upon which standardized achievement tests are considered valid; whether standardized achievement tests measure curricula; what the new technologies can do; and what schools can do. The respective answers to the seven questions are as follows: (1) no; (2) yes, provided the material is part of the target domain; (3) yes; (4) only for purposes where norms are not needed or where local norms (internal comparisons) are sufficient; (5) for most uses of test scores, national norms are the most easily understood and most informative type of norms--however, for some uses such as checking on just what the teachers are teaching, criterion reference scores may suffice; and (6) and (7) yes, in that more than one test can be blended together and put in one booklet--and no, in that unless the local curriculum very closely represents the domain sampled by a nationally normed test, two different tests are needed. Unless a very long test is acceptable, losses in reliability, domain coverage, and validity will ensue. (RLC) immediate implications for student performance, satisfaction, and persistence in college. Prediction equations were developed for 18 out of 2,812 specific college courses in English, mathematics, social studies, and natural science using ACT research data from 1980 to 1984 for 233 colleges. The predictive accuracy of these equations was then examined using cross-validation techniques. An additional analysis determined whether the predictive validity statistics varied among types of institutions. Implications of the results for course placement were examined. Eleven tables present study data. Appendix A contains the taxonomy of course codes; and Appendix B contains the cover letter, directions, and questionnaire for the survey of the colleges. (SLD)

ED 322 163 TM 015 255

Sawyer, Richard
Validating the Use of ACT Assessment Scores and High School Grades for Remedial Course Placement in College. ACT Research Report Series 89-4.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- Aug 89
NOTE- 56p.
AVAILABLE FROM- ACT Research Report Series, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; College Freshmen; Content Validity; Cost Effectiveness; Error of Measurement; Goodness of Fit; *Grades (Scholastic); Higher Education; High Schools; High School Students; *Predictive Validity; *Remedial Instruction; Standardized Tests; *Student Placement; *Test Validity; Undergraduate Students
IDENTIFIERS- *ACT Assessment; Decision Models; Placement Tests; Self Report Measures

An argument based on the content fit among a college course, the American College Testing Program (ACT) Assessment tests, and students' high school course work is described to justify use of ACT scores and self-reported high school grades for placement of college freshmen in undergraduate remedial education. A utility-based approach to quantifying the effectiveness of placement rules is described; and its relationship to traditional predictive validity statistics, such as the multiple correlation

pedagogical principles in the absence of content-specific implications. Four major categories of items include: error diagnosis, communicating with the learner, organization of instruction, and learner characteristics. Two figures are included. (RLC)

ED 322 176 TM 015 321

Mandeville, Garrett K.
An Alternative Three-Level Model for Estimating SEIs and Their Stability.
PUB DATE- Apr 90
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Tests; Educational Trends; *Elementary Schools; *Estimation (Mathematics); Grade 2; Grade 3; Longitudinal Studies; *Models; Primary Education; *Public Schools; *School Effectiveness; State Programs; Testing Programs
IDENTIFIERS- Basic Skills Assessment Program; *Educational Indicators; South Carolina

After a brief review of recent research concerning school effectiveness, this paper proposes an approach to operationalizing school effectiveness that is based on the achievement of students in a school over a period of time. This three-level model does not follow a single cohort of students as they progress through school. Rather, it uses the achievement results of five consecutive second- and third-grade classes in a given school. The approach uses first stage modeling to obtain school posttest performance indices adjusted for pretest for each of the 5 years. In a second stage, the trend across the 5-year time span is modeled; and in a third stage, the trend parameter estimates are related to school level variables. Each grade level and subject area (reading and mathematics) are considered separately, so the school effectiveness indices (SEIs) do not produce a comprehensive index of school effectiveness. Matched student-level data files for grades two and three in South Carolina for each of the 5 school years in the span from 1984-85 to 1988-89 were used. The complete second-grade data set contained over 194,000 students whose means on the Basic Skills

ED 322 189 TM 015 366

Nagengast, Daniel L.; And Others
The Effect of Rules and Discovery in the Retention and Retrieval of Braille Inkprint Letter Pairs.
PUB DATE- May 90
NOTE- 21p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, May 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Braille; Comparative Analysis; Cues; *Discovery Learning; Higher Education; Knowledge Level; *Learning Strategies; Letters (Alphabet); Performance; Predictor Variables; *Recall (Psychology); *Retention (Psychology); Test Format; *Undergraduate Students

The effects of rule knowledge were investigated using Braille inkprint pairs. Both recognition and recall were studied in three groups of subjects: rule knowledge, rule discovery, and no rule. Two hypotheses were tested: (1) that the group exposed to the rule would score better than would a discovery group and a control group; and (2) that all three groups would have higher scores on the recognition task than on the recall task. Subjects included 119 undergraduate students randomly divided into three groups. Members of the rule knowledge group were told the underlying pattern in the braille alphabet, and their worksheets reflected this pattern. Members of the discovery group were not told the underlying pattern, although their worksheets allowed discovery of the rule. Members of the control group were not told about the pattern, and their worksheets were arranged to make discovery extremely unlikely. Subjects were asked to store and retrieve 26 specific dot pattern-inkprint letter pairs. The results indicate that the rule knowledge group outperformed the other two groups, but there was no difference between the recall and recognition performance. Results are discussed in relation to current models of rule learning and differences between recognition and recall procedures. Two data tables, one bar graph, and four sample worksheets are provided. (RLC)

point average of 3.0 or higher; (5) 86% rated HCC's transfer preparation as good or very good; (6) 95% reported having achieved their employment goals within a year after graduating from HCC; (7) over 75% of the employed respondents were working in the same or a related field as their HCC program; and (8) 17 out of 36 employers of 1988 graduates responded to a follow-up survey, and all rated HCC graduates as good or very good in their ability to learn. The graduate and employer survey questionnaires are attached. (JMC)

ED 321 810 JC 900 403

Thompson, Merle O'Rourke
Evaluating Adjunct Faculty in an English Program.
PUB DATE- Mar 90
NOTE- 10p.; Paper presented at the "College, Composition and Communication" Conference (Chicago, IL, March 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; Classroom Observation Techniques; *College English; Community Colleges; *Evaluation Methods; Faculty College Relationship; Full Time Faculty; Grading; Instructional Improvement; *Part Time Faculty; Program Administration; Statistical Analysis; *Student Evaluation of Teacher Performance; *Teacher Evaluation; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

The process developed at Northern Virginia Community College (NVCC) for evaluating adjunct faculty in the English Department parallels the one developed by full-time faculty for their own evaluation. The process, which is overseen by the Program Head for English Adjunct Faculty (PHEAF), involves student evaluations, grade analyses, classroom observations, and evaluation conferences. The English department's student evaluation form contains 12 objective questions and four open-ended essay questions. Adjunct faculty must choose at least one of their classes to fill out this form. Results are tallied and summarized before they are presented to faculty in evaluation conferences, where patterns in student responses are discussed. Other components of the evaluation process include the following: (1) statistical analyses of the grades assigned in each class are used to compare the adjunct's grading patterns and retention rates with departmental norms; (2) adjunct faculty must submit copies of their syllabi for review by the PHEAF to ensure

ED 321 823 JC 900 421

Walters, Judy; Howard, Darlinetta
Faculty and Staff Development: A Report on AB 1725 Activities with Recommended Guidelines and Directives. A Report to the Board of Governors.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Problems; Community Colleges; *Educational Finance; *Educational Legislation; *Faculty Development; *Financial Support; Guidelines; Program Evaluation; Program Implementation; Resource Allocation; *Staff Development; State Agencies; State Aid; *Statewide Planning; Two Year Colleges
IDENTIFIERS- Assembly Bill 1725 (California); *California

In 1989, a study was conducted to evaluate the effect which Assembly Bill (AB) 1725 funds had on faculty and staff development activities in the California community colleges. All 107 community colleges were surveyed to identify the four "most useful activities funded under AB 1725" and the "single greatest problem a college has faced in the Faculty and Staff Development Process." Of the 75 respondents, 16% indicated that retreats for staff were the most useful activities, 11% cited cultural diversity training, 9% mentioned flex calendar training, and 5% identified local Great Teachers Seminars. The most frequently cited problems were "no precedent to look to," "a lot of paper work," and "thinking of more conferences." Based on study findings and recommendations from a variety of sources, guidelines for community college districts were developed to operationalize the intent of AB 1725, including: (1) the colleges' Human Development Resources Plans should delineate the structure of staff and committee relationships and responsibilities, and decision-making processes; (2) the colleges should develop a stronger link among the authorized uses for AB 1725 funds, campus needs assessments, allocation funds, the policy-making process, and program evaluation; (3) the colleges should develop program evaluation measures; (4) the colleges should take the steps necessary to establish program stability; and (5) the colleges should have a process for coordinating staff development activities with funds available from several sources. In addition, directives for the Chancellor's Office were developed, calling for a databank of staff development models and resources, a

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Associate Degrees; *Classroom Techniques; Community Colleges; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Individualized Instruction; Institutional Cooperation; *Prisoners; Recidivism; *Teacher Characteristics; Two Year Colleges; Vocational Education; Vocational Rehabilitation
IDENTIFIERS- ERIC Digests

Recent studies on correctional education point to the value of such programs in helping to train and rehabilitate those inmates disposed to such opportunities. Because of their vocational curricula and community service orientation, community colleges are in an ideal position to educate prison inmates. While in 1965, only 12 correctional education programs were in operation, by 1982 at least 350 functioning programs were reported. Three-quarters of these programs are sponsored by community colleges, which provide courses that range from basic math and reading to vocational instruction. Over 80% of the programs are held inside of the prisons, and most are staffed by part-time faculty. Recent studies have shown that prison programs have produced positive behavioral changes, improved math and verbal skills among student inmates, and may account for a decrease in the recidivism rate of inmates who receive vocational training. Along with such benefits, prison programs also encounter problems including an unstable financial base, inadequate coordination and articulation among prisons, interagency and interpersonal conflicts, and high faculty turnover. In many cases, faculty are unprepared for the significant differences in the environment and their roles between regular classroom instruction and prison instructors, and many burn out quickly. Important characteristics for correctional program teachers include good listening skills, the ability to curb their own aggressive behavior, the capacity to work effectively in a relaxed classroom atmosphere, and the ability to work one-on-one with students. (GFW)

PS

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Early Experience; *Elementary School Students; Grade 1; Grade 2; Grade 3; *Kindergarten; Longitudinal Studies; *Outcomes of Education; Primary Education; Private Schools; *Public Schools; Racial Differences; Sex Differences
IDENTIFIERS- *Nonparticipation

The purpose of this study was to compare long-term achievement gains of first, second, and third grade students who attended a public school kindergarten, nonpublic school kindergartens, or no kindergarten prior to first grade entrance. The study also sought to determine whether or not gender and race were related to academic achievement. Dependent variables included all subtest and total scores of subjects on the California Achievement Test. Participants were 134 students with no kindergarten experience, 185 students who had attended nonpublic school kindergarten, and 136 students who had attended public school kindergarten. All students were enrolled in first grade during the 1981-1983 school years and remained in the school system for 4 consecutive years through third grade. Findings indicated that students who had attended kindergarten performed at higher levels of achievement in elementary grades one through three than did students not attending kindergarten. The public school kindergarten group out-performed the nonpublic kindergarten group on the majority of subscales across the majority of grade levels, though the differences were not statistically significant. No systematic significant differences were found on sex. Race was eliminated from all analyses, because it was highly intercorrelated with the preschool effect. (RH)

ED 321 850 PS 018 909

Howard, Esther Moore; Correro, Gloria C.
A Correlation Study of Kindergarten Teachers' Morale with Kindergarten Students' Feelings about School.
PUB DATE- 13 Mar 89
NOTE- 18p.; Paper presented at the National Conference of the Association for Supervision and Curriculum Development (44th, Orlando, FL, March 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Reducing Child Abuse 20% by 1990: Preliminary Assessment. Working Paper Number 843.
National Committee for Prevention of Child Abuse, Chicago, Ill.
PUB DATE- May 90
NOTE- 82p.
AVAILABLE FROM- National Committee for Prevention of Child Abuse, Catalog Requests, 332 South Michigan Avenue, Suite 1600, Chicago, IL 60604 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; *Data Collection; Death; Discipline; Drug Abuse; *National Programs; *Prevention; Profiles; *Program Development; Program Evaluation; *Public Opinion; Social Indicators; Social Services; Sociocultural Patterns; Violence

In October 1985, the Board of the National Committee for the Prevention of Child Abuse (NCPCA) adopted a goal and extablished a plan to reduce child abuse 20 percent by 1990. With data collected through March 1990, this document reports progress made toward realizing objectives articulated in the NCPCA's 5-year plan. After an overview in Section I, Section II delineates levels of violence toward children in terms of child abuse reports and fatalities, the role of substance abuse as a risk factor in violence toward children, and areas in which improvement has been made. Section III addresses issues in documenting the well-being of children and society, giving particular attention to describing selected measures in the areas of indicators of child well-being and broader trends impacting upon children. Section IV presents a profile of prevention services compiled from hospital service data, school district service data, and community service data. Section V describes changes in public opinion regarding child abuse, focusing on impacts of physical punishment and yelling and swearing, the public's involvement in prevention, and public support for prevention services. Section VI formulates a preliminary assessment providing reasons for optimism, reasons for concern, and implications for future planning. A total of 18 tables supplements the text. (RH)

ED 321 864 PS 018 925

Daro, Deborah; Mitchel, Leslie
Current Trends in Child Abuse Reporting and Fatalities: The Results of the 1989 Annual Fifty State Survey. Working Paper Number 808.

Dennis, Sharon, Ed.
Keeping Your Baby Healthy: A Practical Manual for Black Parents.
National Black Child Development Inst., Inc., Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 89
NOTE- 49p.
AVAILABLE FROM- National Black Child Development Institute, 1463 Rhode Island Avenue, N.W., Washington, DC 20005 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Birth; *Blacks; *Child Health; *Childhood Needs; Guidelines; *Individual Development; Infants; Low Income Groups; Prenatal Influences; Resources
IDENTIFIERS- *Prenatal Care

Based on the belief that black parents have the power to prevent many of their children's health problems, and thus the responsibility to do so, this manual provides practical advice and lists resources in seven chapters. Chapters concern: (1) prenatal care; (2) having a baby; (3) the child's first 12 months; (4) information every parent should know, concerning child development, developmental landmarks, immunizations, and safety; (5) conclusions; (6) health care resources, including public programs for low-income parents and families and other programs on maternal and child health, stopping smoking, drug treatment, alcohol dependency, and AIDS and other communicable diseases; and (7) references. Publications of the National Black Child Development Institute and its organization are described. (RH)

ED 321 878 PS 018 942

Bishop, Anne G.
Effective Teacher Strategies To Enhance Parent Involvement in an Elementary School.
PUB DATE- 25 Jun 90
NOTE- 59p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Educational Practices; Elementary Education;

families participated in four videotaped sessions. The unit of analysis was a randomly selected 2-minute interval during which speakers were identified. A contingency table analysis that controlled for family structure was computed to compare the likelihood of adult-adult, adult-child, child-adult, and child-child speakerships. In all family situations, mothers were the center of conversations. Findings indicated that children tended to interact more often with mothers than with anyone else, and less often with each other. Mothers interacted more often with children, except in single-parent-with-grandmother families, in which adult-adult patterns were more frequent. The dyadic asymmetric interaction patterns in which two family members completely dominated conversations were evident in the single-parent-with-grandmother families. The focal asymmetric interaction pattern in which a single family member was the focus of attention was found in single-mother-alone families. It is concluded that additional research on the content of interaction patterns should be conducted. Communication styles can be used in the process of determining the quality of family relations in different family types. Cited are 42 references. (Author/RH)

ED 321 894 PS 018 965

Cotton, Kathleen; Conklin, Nancy Faires
Research on Early Childhood Education. School Improvement Research Series: Topical Synthesis #3.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 20p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Early Childhood Education; Early Experience; *Educational Practices; Literature Reviews; *Models; Outcomes of Education; *Preschool Education; *School Effectiveness; *Teaching Methods
IDENTIFIERS- *Program Characteristics

This report reviews research on early childhood education and provides an annotated bibliography of key references. Sections techniques; (3) discusses summative and formative program evaluation techniques and general characteristics of evaluation; (4) considers the distinctions between program evaluation and program monitoring in terms of conceptual differences and design elements that help to build an assessment and measurement paradigm; (5) details the state of the art in formative evaluative and program analysis instruments and systems, with particular attention to Day's Early Childhood Education: An Ecological Approach, Prescott's Day Care Environment Inventory, Harms and Clifford's Early Childhood Environment Rating Scale, Fiene's Child Development Program Evaluation System, the Assessment Profile for Early Childhood Programs, the California Child Development Quality Review System, the California Infant Toddler Program Quality Review Indicator System, and the National Academy of Early Childhood Program's Accreditation System; and (6) covers impact, management, and cost evaluation studies. (RH)

ED 321 910 PS 018 996

Seeley, David S.
Schools and Drugs: Educational Partnership as a Remedy for the School Drug Problem.
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Behavior Change; *Community Involvement; *Drug Abuse; Educational Change; Educational Cooperation; Educational Environment; Educational Objectives; Educational Practices; Elementary Secondary Education; Institutional Characteristics; Prevention; *Public Schools; School Community Relationship; *School Effectiveness; *School Organization; Social Change; *Student Alienation
IDENTIFIERS- *Partnerships in Education

This paper applies the concept of educational partnership to the problem of drug use among students. The present structure of public education in the United States is critiqued, and a new structure based on shared responsibility of home, school, and community, and on the voice, educational choice, and loyalty of participants, is proposed. The greatest educational contribution schools can make to the prevention of drug abuse is to change schooling from a "winners and losers" to a success-oriented enterprise. The most important

Migrant Education Health Program, 1989. Final Report.
Colorado State Dept. of Health, Denver.
PUB DATE- 31 Dec 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diagnostic Tests; Elementary Secondary Education; Financial Support; *Health Education; Health Needs; Immunization Programs; *Migrant Children; Migrant Education; *Migrant Health Services; Migrant Programs; Migrant Youth; Program Effectiveness; *State Programs
IDENTIFIERS- *Colorado; *Migrant Education Health Program CO

This report details specific 1989 activities of the Migrant Education Health Program in Colorado. The state health department wrote the report to demonstrate that the health services it provided to migrants that year were within the scope of a contractual agreement with the Colorado Department of Education. The report was also designed to share information about the relative health status and needs of Colorado migrant children and to provide planning information for the 1990 health program. The document offers highlights of the 1989 program, including information about migrant children's vision, hearing, dental, tuberculosis testing, and immunization programs. A detailed description of health education activities is given. The financing, organization, and staffing of state migrant education projects is described, as are programs focusing on migrant health and AIDS education. The statistical data thoroughly illustrate the health status of migrant education students. Characteristics of the 1990 migrant education program are forecast. About 30 tables and graphs illustrate state migrant health statistics and comparative health figures by school site. (TES)

ED 321 924 RC 017 625

La Caille John, Patricia, Comp.
Transportation Services in Rural Areas. January 1979-December 1988. Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
REPORT NO.- NAL-BIBL-QB-89-41
PUB DATE- Mar 89
NOTE- 20p.

America continues to have a disproportionate share of educational deprivation. Rural youth generally enter school later, they progress more slowly, and leave earlier. Positive changes will not be possible unless governments and private foundations address the fundamental problems and causes underlying these deficiencies. The document concludes that rural educators must build on the strengths of diversity, learn to use technology effectively, use community resources, and build effective partnership programs. The document includes a bibliography with approximately 60 entries. (TES)

ED 321 936 RC 017 639

Falardeau-Ramsay, Michelle
The Canadian Human Rights Commission and Issues of Concern for Aboriginal Women. Notes for Remarks, by the Deputy Chief Commissioner.
Canadian Human Rights Commission, Ottawa (Ontario).
PUB DATE- 18 Oct 89
NOTE- 43p.; Speech given before the National Symposium on Aboriginal Women: Past, Present and Future (Lethbridge, Alberta, Canada, October 18, 1989).
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Canada Natives; Civil Rights Legislation; *Comparable Worth; Discriminatory Legislation; Employed Women; Employment Practices; Employment Statistics; *Equal Opportunities (Jobs); *Females; Foreign Countries; Racial Discrimination; Sex Fairness
IDENTIFIERS- Aboriginal People; Canada; Employer Role; *Employment Legislation

This speech by the deputy chief commissioner of the Canadian Human Rights Commission discusses human rights, employment security, and pay-equity issues for Native Canadian women. The speech, offered in both English and French, calls the inequality of opportunity for Native Canadians a "national tragedy." It describes efforts to bring improvement in aboriginal people's political, social, cultural, and economic condition. The speaker describes discrimination inherent in Canadian laws and steps to correct them. The 1986 passage of the Employment Equality Act is called a "major step forward." The act requires employers to gather employment data and to take steps to correct discrimination. The act has provided a

Over the past two decades peoples of Hispanic descent have had an increasing impact on the ethnic, socioeconomic, and demographic features of the U.S. population. This book draws together evidence from the 1980 census, earlier censuses, and other sources to portray the changing position of Hispanics in a complex and multiethnic society. Roughly 86% of the Hispanic population consists of persons of Mexican, Puerto Rican, Cuban, or Central or South American origins, while the remaining 14%--frequently denoted "Other Hispanics"--consists of persons of Caribbean or Spanish origins, as well as native-born citizens descended from the Spanish settlers of the Southwest. The great heterogeneity of these groups makes it impossible to speak of a single "Hispanic population." The book contains 10 chapters and an epilogue. Chapter 1 theorizes on the meaning of Hispanic ethnicity, focusing on the conception of ethnicity as a process. Chapter 2 discusses data sources and changes in enumeration practices and definitions. The remaining chapters are organized around specific demographic and socioeconomic factors, an approach that focuses analysis on: (1) the themes of persistence and change; (2) patterns of diversity and uniformity among the various Hispanic origin groups; and (3) patterns of convergence or divergence between Hispanic groups and the non-Hispanic White majority. Topics beginning with the third chapter are: general demographic profile; immigration; geographic distribution, internal migration, and residential segregation; marriage, family, and household; fertility patterns; educational attainment and school enrollment; labor force participation and unemployment; and income and poverty rates. This book contains 291 references, 104 data tables, 39 graphs and maps, and name and subject indexes. (SV)

ED 321 949 RC 017 671

Kirk, James J.
HRD Degrees Now Available in Cullowhee.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Graduates; *Graduate Students; Graduate Study; Graduate Surveys; Higher Education; *Labor Force Development; Majors (Students); *Masters Programs; Program Attitudes; Program

averages. Taxes paid by individuals and businesses and by resource industries are separately examined. Income tax, property taxes, federal transfers to the state, state transfers to local governments, interest, general sales tax, resource taxes, and resource ownership revenues are discussed with a consideration of the effects of world oil prices and potential economic development. Five arguments against raising taxes are examined. This report contains 11 graphs. (SV)

ED 321 961 RC 017 838

Valdivieso, Rafael
Demographic Trends of the Mexican-American Population: Implications for Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-90-10
PUB DATE- Sep 90
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Dropout Rate; Educational Attainment; Elementary Secondary Education; *Employment Patterns; Income; *Low Income; *Mexican American Education; *Mexican Americans; *Population Trends; Poverty; *Residential Patterns; Socioeconomic Influences
IDENTIFIERS- ERIC Digests

While becoming increasingly important to the economic and social development of the United States, Mexican-Americans still face barriers that hinder their full partnership in U.S. society. This ERIC digest is a summary of the latest available demographic and socioeconomic trends on Mexican-Americans. It discusses the broad implications for education that follow from these trends. In 1990, the Census Bureau estimated that 12,565,000 Mexican-Americans were living in this country, and that Mexican Americans represented the most rapid growing ethic group in the U.S. due to its high

Center; the American Association for the Advancement of Science; the National Science Resources Center; the National Science Teachers Association; and publications produced by the California State Department of Education. Also identified are references and reviews of print, audiovisual, and computer software materials; PSI-NET; sources of research and report information; local and state sources; and professional associations. Five sources of science education information and nine references are listed. (CW)

ED 321 973 SE 051 454

Howe, Robert W.; Suydam, Marilyn N.
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-17
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Demonstration Programs; *Educational Improvement; Educational Trends; Elementary Education; *Elementary School Mathematics; *Information Sources; *Mathematics Curriculum; Mathematics Education; *Organizations (Groups); Teaching Methods
IDENTIFIERS- ERIC Digests

Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to mathematics. To respond to these concerns, staff need to determine how they can improve their elementary mathematics programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional approaches, and changing the use of technology. In this digest, sources of curricular frameworks, sources of information on materials and programs which have

ED 321 986 SE 051 494

Molleson, Ann L.; Gallagher-Allred, Charlette R.
Normal Diet: Geriatrics. Nutrition in Primary Care Series, Number 8.
Ohio State Univ., Columbus. Dept. of Family Medicine.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 34p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aging (Individuals); Biochemistry; *Dietetics; Disease Control; *Geriatrics; Health Education; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Older Adults; Physiology; Preventive Medicine; Science Education; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge to health care providers, and in particular primary care physicians. This module is designed to provide information for the physician which will assist in the counseling of elderly patients regarding their food intake, assessing the nutritional adequacy of the elderly patient's diet, diet planning, and nutritional advice for improving the quality of the meals of the elderly. Included are the learng goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices include recommended dietary allowances, a chart of food groups and nutrients, a food composition table, a nomogram for estimating caloric needs, a height and weight chart, a chart of fiber content of foods, and charts of dietary sources of calcium and iron. (CW)

ED 321 999 SE 051 507

Roehrig, Karla L.
Protecting Bone and Teeth. Nutrition in Health Promotion Series, Number 21.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 30p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Dental Health; *Dietetics; Disease Control; Health Education; Higher Education; *Independent Study; *Medical Education; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; *Skeletal System; Special Health Problems; Teaching Methods
IDENTIFIERS- *Osteoporosis

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module is designed to encourage the primary care physician to stress to patients that osteoporosis is avoidable and to provide instruction on how patients can change their dietary habits. Answers are provided to commonly asked questions regarding bone and tooth development, the prevention of disease, and the role of nutrition in the maintenance of healthy bones and teeth. Included are learning goals and objectives, a self-check of achievement with regard to goals, references, and lists of resources for patients and physicians. (CW)

ED 322 012 SO 019 118

Formacion de Formadores en Planeamiento y Administracion de la Education: Informe Final. Reunion Tecnica de la Red REPLAD, Campinas, Sao Paulo, Brasil, 9-13 de noviembre de 1987. (Educational Development of Professionals in Educational Planning and Administration: Final Report. Proceedings of the Meeting of the Major Project for Education (Sao Paulo, Brazil, November 9-13, 1987).

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE- 88

NOTE- 87p.

LANGUAGE- Spanish

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Developing Nations; *Educational Development; *Educational Objectives; Educational Planning; *Educational Policy; Foreign Countries; *Futures (of Society); Higher Education

IDENTIFIERS- UNESCO

This final report provides a synthesis of conference presentations by representatives from institutions in 17 Latin American and the Caribbean nations. The material includes descriptions about institutions of higher education planning and developing of their respective schools of education, ministries of education, and national and regional programs designed under the umbrella of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) to meet the educational needs of developing nations and to implement change. Among the reports included are those from institutions in Colombia, Costa Rica, Haiti, Mexico, Ecuador, Argentina, Venezuela, Chile, Uruguay, and Brazil. (NL)

ED 322 013 SO 019 934

Montaluisa Chasiquiza, Luis

Comunidad, Escuela y Curriculo 4: Materiales de Apoyo a La Formacion Docente en Educacion Bilingue Intercultural. (Community, School and

AVAILABLE FROM- Documents Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97318-0290.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Citizenship Education; Curriculum Development; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Knowledge Level; Participation; Skills; *Social Studies; State Departments of Education; *Statewide Planning; Values
IDENTIFIERS- *Oregon

This paper attempts to provide some guidance to school administrators, school boards, social studies teachers, and others about the key components of citizenship education and its relationship to social studies education. The paper defines citizenship education as the primary purpose of the social studies and provides three key characteristics of the "good citizen" in society, namely, that he/she must: (1) be literate and informed; (2) accept responsibility for self and others; (3) have a commitment to a democratic society. Further, the four essential elements of social studies are identified as knowledge, skills, values, and participation, and philosophical beliefs regarding the necessary components of each of these elements in educating the "good citizen" are outlined. This philosophy provides the basis for the state's common curriculum goals in social studies, and hopefully, will stimulate considerable thought and discussion among Oregonians as they undertake the challenge of educating their children for tomorrow. (DB)

ED 322 027 SO 020 987

St. Peter, Patrice
Text Assessments in Geography: Interpretive Analyses of Standard Geography Textbooks, 7-12.
Geographic Education National Implementation Project, Washington, DC.
SPONS. AGENCY- Minnesota Alliance for Geographic Education.
PUB DATE- 89
NOTE- 73p.
AVAILABLE FROM- National Council for Geographic Education, I6A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705 ($6.00).
LANGUAGE- English

PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Change; Educational Research; *Educational Trends; Elementary Secondary Education; *Foreign Countries; Geography; *Geography Instruction; Higher Education; Instructional Materials; *National Surveys; Social Studies; Teaching Guides; Teaching Methods; Textbooks
IDENTIFIERS- 1970s; 1980s; *West Germany

A survey of recent trends in geographic education, this book contains a series of papers by West German experts in the field, and is intended to provide for the international community of geographical educators an account of the state of the art in their country. The seven papers are: (1) "Handbooks for the Teaching of Geography" (H. Hendinger); (2) "The Geography Curriculum in the Federal Republic of Germany after the Reform Circa 1970" (H. Kock); (3) "Recent Changes in Systematic and Regional Geography in West German Schools" (H. Closs); (4) "Media in Geography Teaching" (G. Meier-Hilbert); (5) "Developments in the Teaching of Geography Lessons" (D. Bohn); (6) "Geographical Textbooks and Atlases as Mirrors of Curriculum Development in the Federal Republic of Germany" (H. Volkmann); and (7) "A Review of Research Activities in Geographical Education in the Federal Republic of Germany 1975-1984" (J. Birkenhauer). (DB)

ED 322 042 SO 030 022

Jassim, Charlene
India: A Myriad of Cultures. Three Learning Modules for Middle School Students.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE- Aug 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Class Activities; *Foreign Countries; *Foreign Culture; Geography; Geography Instruction; Global Approach; Intermediate Grades; Junior High Schools; Learning Activities; *Middle Schools; Social Studies
IDENTIFIERS- *India

Three learning modules designed for middle school students by a into the ERIC (Educational Resources Information Center) system in the 1980s; the 1987 State of Arts Education in Washington Schools survey; and comments by the State Supervisor of Visual and Performing Arts and others. National concerns in arts education as well as the specific concerns in Washington State are discussed in the context of the educational reform movement of the 1980s. The response to these concerns at both the national and state level is summarized. Model programs from around the nation are highlighted. Particular activities within Northwest ESD (Educational Service District) 189 are presented. A 32-item bibliography is included. (DB)

ED 322 058 SO 030 090

Social Studies. Advisory List of Instructional Media.
North Carolina State Dept. of Public Education, Raleigh.
PUB DATE- May 90
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Educational Media; Elementary Secondary Education; Instructional Materials; *Social Science Research; *Social Studies; Textbooks; *Textbook Selection; Videotape Recordings

An annotated bibliography and advisory list of instructional media for the social studies has been designed to identify competency goals for a new competency-based curriculum. The grade range is noted at the end of each entry and indicates the general interest grade level and the specific grades and competency goals to which the materials relate most directly. The materials may be used for enrichment and will allow students performing above and below their grade placement to have access to a variety of materials to meet special needs and interests. Publishers and prices are listed and a directory of publishers is appended. (NL)

ED 322 059 SO 030 091

Hardiman, W. J.
Studies in Continuity and Change: A Comparative Study of the Mother Goddess in Ancient India and Ancient Egypt.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Area Studies; *Asian History; Curriculum Design; Epics; Feminism; Foreign Countries; *Foreign Culture; Higher Education; *History Instruction; Instructional Materials; Non Western Civilization; *Womens Studies
IDENTIFIERS- *Egypt; *India

Visiting the Temple of Kali in Calcutta, India, one understands the importance of an Afro-centric methodology in describing the complex nature of the Mother Goddess in ancient India. Discoveries of ancient female figurines indicate an early Indian concept of the female role in the creation of civilization and culture and of the notion of the female principle as pure cosmic energy that infuses all creation with life. However, after the Indo-Aryan invasion of India, women were reduced to images of insignificance when compared to the power given to the Indo-Aryan male deities. Research carried out in India provided the basis for an interdisciplinary upper division college level humanities course designed to give students familiarity with the history, culture, and world views of ancient Africa and ancient India. The course description includes student learning objectives, a reading list, and a 31-item bibliography. (NL)

ED 322 075 SO 030 122

Galloway, Louis J.
Hinduism: A Unit for Junior High and Middle School Social Studies Classes.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English

to 45-50 credits at U.S. institutions. General education receives a great deal of emphasis in U.S. schools, whereas in Soviet schools very little, if any, emphasis is placed on general education since so much is done at earlier levels. It is apparent that Soviet educators in grades 1-10 are better prepared in mathematics than their American counterparts. This lack of preparation of U.S. teachers could be one of the factors which leads to the discouraging comparisons as between the achievement of American students and students of other nationalities. (JD)

ED 322 090 SP 032 342

Smagorinsky, Peter; Jordahl, Ann

The Student Teacher/Cooperating Teacher Collaborative Study: A New Source of Knowledge.

PUB DATE- 19 Apr 90

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Action Research; *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Participative Decision Making; Preservice Teacher Education; *Student Teachers; *Teacher Student Relationship; Teaching Methods

Educators have recently stressed the importance of teacher/researchers investigating life in the classroom. Collaborative studies conducted between a student teacher and a cooperating teacher can provide a productive relationship from which both can learn a great deal about teaching, learning, and research. The collaborative study discussed in this document provided a structure for the cooperating teacher to observe and evaluate instruction, and for both teachers to reflect on the relative effectiveness of different teaching methods. Such experience can help make student teaching more fruitful and help develop positive attitudes towards research and reflection for career-long benefits. (Author) of future research studies. (JD)

ED 322 106 SP 032 420

Johnson, Bonnie; And Others
The Journal as a Research Tool: Added Dimensions.
PUB DATE- 7 Feb 90
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; Higher Education; *Journal Writing; *Personal Narratives; Preservice Teacher Education; Public Schools; Research Methodology; *Socialization; *Student Teacher Attitudes; *Teaching Experience

Replicating two previous studies of the transition process of students in field experience programs, this study examined the reactions or feelings that fifth-year graduate student teachers experience, and compared them with those of early field experience and undergraduate student teachers. During their first semester, the teachers kept journals in which they recorded their reactions and feelings as they observed in public schools and participated in various teaching duties. In the second semester, four student teachers kept a formatted journal on their reactions to the teaching role and made at least weekly comments. The study confirmed the analysis of the two previous studies and ascertained six themes that dominate the transition process of being socialized into teaching: (1) teaching metaphor; (2) relationships of teaching; (3) transition to teaching; (4) reflection of teaching; (5) realities of teaching; and (6) teaching practice. (JD)

ED 322 107 SP 032 443

Rowland, Thomas W.
Exercise and Children's Health.

learning tasks that will enhance a high level of cooperation. Based on prior research an integrative model of the classroom was developed, and a detailed developmental stage taxonomy was suggested to describe, explain, guide, and predict students' cooperative interaction in all types of classroom structures. The model is based on six related dimensions: (1) the physical organization of the classroom; (2) the nature of the learning task; (3) the instructional mode of the teacher; (4) the communication pattern of the teacher; (5) student social-learning behaviors; and (6) students' academic-cognitive behavior. This model and the research that followed indicate that variation in learning task structures and teacher behavior are the main factors in shaping students' behaviors. The inclusion of cooperative learning as part of the daily experience in the classroom is proposed. (JD)

ED 322 122 SP 032 511

Freidus, Helen
The Call of the Sirens? The Influence of Gender in the Decision To Choose Teaching as a Career Change.
PUB DATE- Apr 90
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Change; Change Agents; *Females; Feminism; Hidden Curriculum; *Motivation; Needs; *Sex Role; *Socialization; Teacher Education; *Teaching (Occupation)

Social feminists insist on the relevance of personal experience and believe that, for changes to occur, it is essential to understand the dynamics of how and why gender roles are perpetuated. Social feminists view the career course of second-career teachers as vulnerable to the covert structures and curriculum of the schools. The social feminist position is documented throughout this paper. A case study discusses the biography of a 37-year-old woman, Sally, and provides data demonstrating the presence of gender socialization as a factor in her career course. Sally expressed the motivation for her career change in terms of traditional gender traits, such as nurturing and gentleness, and of the continuity between women's work as mothers in a family and as teachers in schools. At the same time, her decision to teach is rooted in her

Student Relationship; Teaching Styles; Writing Instruction

Changes in the teacher's authority structure as well as changes in the content of student talk during peer response sessions occur over the course of a school year in a first-grade classroom. In the beginning of the year, the teacher, a beginner in the Teachers College Writing Project, dominated the talk during share sessions, while the students' talk consisted of generic praise and focused on logistical issues about texts. The authority structure changed over the course of the year to allow for students taking more control of the dialogue and focusing on ideas and content within student texts. The change in authority structure seemed to be reflected through a change in the nature of the content of what students say and what they attend to in the texts they hear. The teacher still expressed her control in various ways, however, such as designating who should speak, moving the dialogue along, and offering her own interpretations which tended to constrain alternative interpretations. Even at the end of the year, it was not evident that students built upon one another's ideas in any traceable pattern. These limitations point to the need to change classroom norms and the fact that these are difficult to change, particularly teachers' need for classroom control. (Author/JB)

ED 322 137 SP 032 540

Kelsey, Craig W.; Smith, S. Harold
Pricing Public Parks and Recreation Services as a Percent of Per Capita Income: The Creation of a National Pricing Model.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
PUB DATE- Sep 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Cost Effectiveness; *Cost Estimates; *Family Income; National Norms; *Parks; *Program Costs; Recreational Facilities; *Recreational Programs

This study of public parks and recreation agencies throughout the United States was undertaken to develop a mathematical pricing formula sensitive to local spending abilities in order to determine if a per capita pricing structure would be possible. Four hundred and seventy public parks and recreation agencies responded to a

ED 322 151 TM 014 876

Smoot, Sharene; And Others
Meta-Analysis of Single Subject Research in Special Education: A Common Metric and a Computerized Method.
PUB DATE- Apr 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Disorders; Comparative Analysis; Computer Uses in Education; *Educational Research; *Effect Size; Elementary Secondary Education; Graphs; *Meta Analysis; Outcomes of Treatment; Regression (Statistics); *Research Methodology; Sample Size; *Special Education; Student Problems
IDENTIFIERS- *Single Subject Research Design
This study was designed to find: a suitable effect size (ES) measure or common metric (CM) for comparing the results of a set of single subject research (SSR) studies; and an easy way to convert the published graphs back into raw data from which ESs could be calculated. To meet the first objective, three possible formulas for measuring treatment effect were evaluated and then compared using identical data sets. To meet the second objective, a computer method was developed. Data for the study were taken from two previously published meta-analyses of SSR studies. The larger of the two (n=23 articles) which used piece-wise regression (PR) to calculate an ES, was the Skiba, Casey, and Center (1985-86) study concerning the use of non-aversive procedures in the treatment of classroom behavior problems. The smaller study (n=13 articles) which used the percent of non-overlapping data (PND) as a CM, was conducted by Scruggs, Mastropieri, Cook, and Escobar (1986) and concerned early intervention for children with conduct disorders. The CM study included a total of 195 graphed experiments. A simple comparison of the baseline and treatment phases from each graph was used; and a third possible CM was developed from an adaptation of Glass' formula (AGF) for group studies. The computerized method study used a scanner and a "mouse" device with a microcomputer. Data points were estimated by finding the screen coordinates of each point and using the scale on the ordinate. The PR model calculated an ES based on the combined effect of a change in level and slope between the two phases; the PND model grossly measured the differences in level between the two phases; and the AGF ES measured a standardized difference between the means of the phases. In meta-analyses for SSR, when different ESs (based on different sets of assumptions) are calculated yielding similar results, the

and standard error of estimate, is explained. An example that is based on the ACT scores, self-reported high school grades, and freshmen English course grades of 5,609 students is presented. Results indicate that a sound argument for the validity of a placement rule defined in terms of ACT Assessment scores can be based on the fit between the skills measured by the test battery and the skills required for success in a course. Demonstrating statistical relationships between test scores and performance in the course does not by itself provide a logical justification for the placement system, although it lends credibility to an argument based on content fit. Statistical decision theory provides a means by which an institution can evaluate the benefits and costs of a placement system. Utility-based statistics, developed in the context of a decision model, provide more appropriate information on the practical effectiveness of a placement test than do traditional validity statistics. Seven data tables and three graphs are included. (TJH)

ED 322 164 TM 015 278

Friedman, Charles B.; Ho, Kevin T.

Interjudge Consensus and Intrajudge Consistency: Is It Possible To Have Both in Standard Setting?

PUB DATE- Apr 90

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Evaluators; Feedback; *Interrater Reliability; *Licensing Examinations (Professions); Medicine; Minimum Competency Testing; Multiple Choice Tests; *Standardized Tests; Test Construction

IDENTIFIERS- Angoff Methods; *Consensus; *Standard Setting

Eleven judges representing 11 different geographic regions in the United States participated in a standard-setting session designed to determine the possibility of obtaining interjudge consensus and intrajudge consistency simultaneously. Each judge had experience in the field for which standards were being set. The judges rated 65 multiple-choice test items that are part of a national health certification examination. All items had been field tested. The

Assessment Program Reading Test (BSAPR) and on the Basic Skills Assessment Program Mathematics Test (BSAPM) were 832 and 810, respectively. The complete third-grade data set contained over 190,000 students whose means on the BSAPR and the BSAPM were 800 and 806, respectively. Data for 148 second-grade and 146 third-grade samples of schools are provided. Results are discussed in terms of the effects of centering, low reliabilities of slopes, and correlates of status and slope. Five data tables are included. (RLC)

ED 322 177 TM 015 324

Selvadurai, Ranjani H.; Kreshinsky, Emanuel J.
Needs Assessment and Evaluation. A Synthesis Paper.
PUB DATE- Oct 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Assessment; Educational Planning; *Evaluation; Literature Reviews; Models; *Needs Assessment; Policy Formation; Problem Solving; Research Needs; Resource Allocation; *Systems Analysis

Needs assessment is a young and growing field. Needs assessments contribute to effective educational planning and help educators improve services to students. Needs assessment can be used to identify goals and objectives, but probably has the most utility as a problem-focusing strategy that includes the following sequence: (1) identification of problems, purpose of assessment, and target audiences; (2) determination of what and how data are to be collected and analyzed; and (3) recommendations to ameliorate situations related to these problems. The literature indicates four needs assessment models, not necessarily those most often used, that seem applicable for higher education, industry, and business needs assessment. These models--Kaufman's Needs Assessment Model, Coffing's Client Needs Assessment Model, Lee's Needs Assessment Model, and Harless' Front-End Analysis Model--are compared. Evaluation must be distinguished from needs assessment. Needs assessment looks from the present toward the future; and evaluation looks from the present toward the past. In systems models, needs assessment is the first step and evaluation is the last step. It may also be said that needs assessment is proactive and evaluation

ED 322 190 TM 015 373

Stuck, Ivan A.
Parallel Merit Reliability: Error of Measurement from a Single Test Administration.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; Estimation (Mathematics); *Research Methodology; Scoring; *Test Reliability
IDENTIFIERS- Parallel Forms Reliability; *Parallel Merit Reliability; *Reliability Formulas

Parallel merit reliability (PMR) indexes the same consistency of measurement that is reflected in a validity coefficient; it reflects the reliability of measurement across identical merit score cases. Research has identified the potential benefits of the PMR approach as providing item level and cut-score reliability indices without requiring multiple administrations of the same test. Disadvantages of this type of reliability include: the need for a set of merit scores in addition to the item or interval scores; low magnitude coefficients; coefficients that are sensitive to the scale of the merit score; and the potential for artifactual bias when the merit intervals are too broad or of unequal discrimination. Computation of a parallel merit coefficient can be problematic if merit interval means are used as true score estimates. Means may be non-linear, single-case intervals may inflate the variance of means, and data processing may be awkward. However, by assuming linear relations between merit and item score, use of a regression approach may be justified, thereby, avoiding some problems associated with the use of interval means. A five-step process was used to investigate this approach to PMR. Two types of reliability coefficients were computed--parallel merit and coefficients representing coefficients of stability--for a real data set (high school graduation competency test data for 319 students in the 1988-89 school year) and a simulated data set (1,000 abilities generated to respond to 250 items ranging from the least to greatest ability level). Under the procedures presented, merit interval means were often non-linear and non-representative due to the number of interval cases. This preliminary effort to explore the usefulness of PMR lacked a credible set of real data. Future analysis should include a real data set having cases that

that they follow the guidelines set forth in the college faculty handbook; (3) anecdotal material, such as student complaints, positive and negative reports from the Writing Center Coordinator, and written complaints from clerical support staff, are added to the adjunct's evaluation folder; (4) at the adjunct's convenience, the PHEAF is invited to observe classes, taking notes on organization, effective use of time, enthusiasm, mastery of material, use of interesting materials, clarity of explanations, and student participation; and (5) a 15-minute evaluation conference with the PHEAF is held to review all evaluative material collected during the semester and to plan development activities. The program has been effective in uniting full-time and adjunct faculty in the common goal of teaching excellent classes. (JMC)

ED 321 811 JC 900 405

McIntyre, Chuck
California Community Colleges Parking Survey.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 4 May 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Campus Planning; *Community Colleges; Comparative Analysis; Construction Costs; Construction Needs; *Facility Planning; Financial Support; *Parking Controls; *Parking Facilities; State Aid; Telephone Surveys; Traffic Control; Two Year Colleges
IDENTIFIERS- *California

In 1990, a representative sample of 25 California community colleges was contacted by telephone to determine their parking policies and practices. The colleges were sampled on the basis of location and size. Study findings included the following: (1) 17 of the colleges reported that they had insufficient numbers of on-campus parking spaces; (2) for 12 of these colleges, the lack of land to build additional parking spaces contributed to their parking problems; (3) community complaints about student parking in neighborhoods surrounding the campuses occurred at 11 colleges; (4) to combat the problem of insufficient parking, five of the colleges had begun building parking structures, three subsidized public transportation, and five were leasing land for off-campus parking; (5) 22 of the colleges charged parking fees that averaged $15 per program procedures manual, training activities, a reevaluation of the funding formula, incentives for cooperative linkages, periodic program and legislative reviews, and increased funding for staff development. Appendixes provide relevant sections of AB 1725, a report on development expenditures and activities, and survey responses. (JMC)

ED 321 824 JC 900 422

Overholt, Maurice C.
Comparative Financial Statistics for Pennsylvania Community Colleges. Selected Historical Data: 1984-85 to Present. Detailed Data: 1988-89 to 1990-91. Tenth Annual Report: 1990.
Pennsylvania Association of Colleges and Universities, Harrisburg. Commission for Community Colleges.
PUB DATE- 90
NOTE- 93p.; Some pages printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Budgets; *Capital Outlay (for Fixed Assets); *Community Colleges; Comparative Analysis; *Educational Finance; *Enrollment Trends; Expenditure per Student; Expenditures; *Financial Support; Income; *Operating Expenses; School Statistics; State Aid; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Pennsylvania

Prepared to assist Pennsylvania community colleges in preparing meaningful financial analyses of how their financial performance relates to that of peer institutions, this report offers comparative financial statistics for 1984-85 to 1990-91, with detailed data on the years between 1988-89 and 1990-91. First, introductory information is provided on the purposes of the report and the definitions of terms used in the document. Section I provides 1988-89 data on reimbursement requests, including enrollment data, operating reimbursements, and capital reimbursements. Section II presents data on 1988-89 rebudget requests, while section III considers 1990-91 budget requests. Both sections focus on enrollments, operating net reimbursable costs, state reimbursement, capital deferred items, and capital non-deferred items. Sections IV and V contain historical data for the system as a whole and by college for 1984-85 to 1990-91, including full-time equivalent enrollments, state reimbursement, revenue sources, and stipend enrollments. Section VI looks at

ED 321 836 PS 018 344

Goffin, Stacie G.; Myers, Marguerite
A Landscape of Concerns: A Resource Reference of Position Papers.
National Association for the Education of Young Children, Washington, D.C.
PUB DATE- Jan 89
NOTE- 159p.; Also supported by funding from the Association for the Education of Young Children-Missouri.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC Publication #791, $10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Children; *Day Care; *Early Childhood Education; *Family (Sociological Unit); *Health; Kindergarten; National Surveys; Position Papers; *Public Schools; Resource Materials; Social Problems

This resource reference of position papers on children's issues is for organizations and advocates interested or involved in developing position papers. References to 107 position papers on children's issues that were written between 1980 and the fall of 1987 are included. The position papers are grouped into four categories: (1) children and families; (2) early childhood care and education; (3) health; and (4) kindergarten and other issues and programes in public schools. Position papers were defined as evaluative, organizationally approved documents that thoroughly examine an issue and, based upon critical analysis of the information, develop and present conclusions and recommendations for action and/or policy. Bibliographic synopses include title and date of approval, author, purpose, key components, recommendations, and the name of a contact person. (RH)

ED 321 837 PS 018 435

Chant, Deborah, Ed.
Work and Family: New Partnerships. Work and Family Conference Proceedings (Toronto, Ontario, Canada, November 30-December 2, 1988).
Ryerson Polytechnical Inst., Toronto (Ontario). School of Early Childhood Education.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Experience; Kindergarten; Primary Education; *Self Concept; State Surveys; *Student Attitudes; *Teacher Morale; *Teaching Load; *Test Use
IDENTIFIERS- *Mississippi

The morale of kindergarten teachers was investigated to determine the validity of the Purdue Teacher Opinionaire (PTO) and whether teachers' morale scores would be related to their students' self-concept scores, as measured by the Kindergarten Inventory of Developing Social Competencies (KIDSc). Teacher morale on the PTO consists of 10 factors: (1) teacher rapport with the principal; (2) satisfaction with teaching; (3) rapport among teachers; (4) teacher salary; (5) teacher load; (6) curriculum issues; (7) teacher status; (8) community support of education; (9) school facilities and services; and (10) community pressures. The opinionaire was mailed to all 1,347 kindergarten teachers in Mississippi who taught during the 1986-87 year; a total of 1,058 opinionaires were returned, 151 of which were from teachers whose students had previously completed the KIDSc. The means of the scores of the kindergarten teachers were located at the fiftieth percentile and higher on factors 1, 2, 3, 4, 6, 7, 8, 9, and 10. On the fifth factor, "teacher load," the mean fell to the twenty-fifth percentile. The variable "teacher load," consists of concerns related to "red tape," extra curriculum load, record-keeping, and clerical work. A total of 81 percent of the teachers reported that they loved to teach, despite being overloaded. All correlations between teachers' morale levels and students' self-concept scores were negative and not significant. (RH)

ED 321 851 PS 018 910

Mazur, Elizabeth
"Why Stay Married if You're Unhappy Being Married": Children's Attitudes towards Marriage and Divorce.
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Divorce; Elementary Education; *Elementary School Students; *Family Structure; *Marriage; *Student Attitudes

National Committee for Prevention of Child Abuse, Chicago, Ill.
PUB DATE- Mar 90
NOTE- 27p.
AVAILABLE FROM- National Committee for Prevention of Child Abuse, Catalog Requests, 332 South Michigan Avenue, Suite 1600, Chicago, IL 60604 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Child Neglect; *Death; *Drug Abuse; *Financial Support; National Surveys; Public Policy; Sexual Abuse; *State Programs
IDENTIFIERS- Emotional Abuse; Physical Abuse; Screening Procedures

Continuing the practice of conducting an annual national survey to monitor trends in the number and characteristics of child abuse reports nationwide and in the funding and scope of child welfare services, this report summarizes results of the January, 1990 survey. Specific information of interest was: (1) the actual number of reports filed during 1987, 1988, and 1989; (2) the perecentage of these reports involving physical abuse, child neglect, sexual abuse, and emotional maltreatment; (3) state procedures or policies for screening reports and the impact of such screening on caseload size and characteristics; (4) the percentage of reported families presenting substance abuse problems; (5) the number of child abuse fatalities reported for 1987, 1988, and 1989; (6) the existing barriers to effective implementation of child protective services; and (7) funding levels for child welfare services in general. Representatives of all 50 states and the District of Columbia were contacted by telephone to obtain the above data. Of those interviewed, 49 respondents knew or were able to project their child abuse reporting statistics for 1989 and 41 states had 1989 statistics with respect to child abuse fatalities. All state representatives responded to general questions on their state's reporting procedures and child welfare practices. Specific findings are presented and prevention efforts are briefly discussed. (RH)

ED 321 865 PS 018 926

Daro, Deborah
Intervening with New Parents: An Effective Way To Prevent Child Abuse.
National Committee for Prevention of Child Abuse, Chicago, Ill.
PUB DATE- Feb 88

*Elementary School Teachers; Home Visits; Inservice Teacher Education; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; *Teacher Influence

The need to provide elementary school teachers with effective parent involvement strategies for hard-to-reach parents was addressed by designing an inservice for teachers which presented research-based strategies. Strategies included using a positive, non-threatening approach, employing personal, two-way communication, providing guidance and instruction on using materials designed for activities at home, and home visits. Through the design of a Parent Involvement Continuum (PIC), a volunteer group of 16 teachers identified a "hard-to-reach" family and applied the strategies for an 8-week period. Home visits were strongly encouraged as an ideal strategy. Teachers recorded the frequency and types of contact made during the intervention period. A comparison of the levels of parent involvement before and after the intervention revealed that parent involvement levels can be increased. Teachers indicated that the home visits were effective. It was concluded that parent involvement has a positive effect on parents, teachers, and students. Appendices provide the PIC, parent involvement logs, the home visit survey, teacher directions for project implementation, and teacher surveys. (Author/RH)

ED 321 879 PS 018 943

Korn, Jeanne M.

Identification of Parent-Teacher Conference Techniques That Inexperienced Teachers Need To Develop.

PUB DATE- Jun 90

NOTE- 57p.; Educational Specialist Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Beginning Teachers; *Communication Skills; Elementary Education; Faculty Development; Inservice Teacher Education; *Parent Teacher Conferences; Preschool Education; Program Descriptions; Program Implementation; *Teacher Improvement; Workshops

An associate director of an independent preschool and elementary school developed and implemented a practicum intervention designed focus on research on effective schooling, early childhood education, differential effects of program models and teaching practices, and congruence between the early childhood education research and the effective schooling research. Reviews of research on effects of preschool are arranged according to the categories of long- and short-term benefits and effects on different student populations. A total of 28 key references and 20 additional references are cited. (RH)

ED 321 895 PS 018 966

How To Help Your Child Learn. A Handbook for Parents. Parent Participation for Effective Schools.

Arizona State Dept. of Education, Phoenix.

PUB DATE- Sep 89
NOTE- 45p.; For related documents, see PS 018 967-969.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Guidelines; *Parent Influence; *Parent Participation; Parent Responsibility; *Parent Role; *Parents as Teachers; Resource Materials; Self Concept; Self Esteem; *Student Characteristics

The aim of this handbook is to help parents gain insights into: (1) the ways in which children learn; (2) basic skills children need for success in school; and (3) the importance of helping children develop a strong self-concept. Other topics include a rationale for parent participation in their children's learning, ideas to enhance creative thinking, parental rights and responsibilities, ways of encouraging regular attendance at school, homework, ways to use television wisely, and the importance of using newspapers and magazines as resources. References, a bibliography, and lists of materials available from the Home and School Institute and the National Committee for Citizens in Education are provided. (RH)

ED 321 896 PS 018 967

social contribution schools can make is to stop giving a home in the schools to student drug culture. School structures based on delegated authority result in abandonment of students, fail to meet their psychological needs, and give rise to tight peer cultures. Service delivery approaches to education and associated disengagement models should be replaced by a caring approach based on an engagement model. If schools are to be successful in helping to prevent drug abuse, important aspects of moral and academic education must be addressed. These include overcoming obstacles to moral education, recreating a concept of childhood, implementing cooperative education strategies, clarifying mixed messages about drugs, and emphasizing intellectual values. (RH)

ED 321 911 PS 018 997

Seeley, David S.
Values Education: Common Sense and Bugaboos.
PUB DATE- 11 Sep 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Citizenship Education; *Democratic Values; *Educational Change; Educational Improvement; Elementary Secondary Education; Ethical Instruction; Leadership Responsibility; *Public Schools; *Religious Factors; *School Role; Self Concept; *Values Education

Three "bugaboos" frighten schools to the degree that they do not use common sense to implement values education curricula in the public schools. These bugaboos are the problematic issues of prayer, piety, and pluralism. They are not necessarily barriers. School administrators and boards of education should inform themselves so they will be able to avoid their problematic aspects when developing values education programs. Common sense suggests that any human society must teach values to children. Schools cannot avoid transmitting values to students. The "how to" of moral education, though, often requires more than common sense. Direct instruction in what the school views as right and wrong, including the value dimensions of the hidden curriculum, will work only if a relationship of mutual respect exists between a school and its students. Self-image is a key to moral development. Citizenship education should be based on instruction in history and, to some extent, philosophy, and not on the obsolete and ineffective

AVAILABLE FROM- U.S. Department of Agriculture, National Agriculture Library, Public Services Division, Room 111, Beltsville, MD 20705 (Order No. NAL-BIB-QB-89-41, free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agriculture; Civil Engineering; Motor Vehicles; *Publications; Public Policy; Reference Materials; *Road Construction; *Rural Areas; *Rural Development; *Transportation
IDENTIFIERS- AGRICOLA

This bibliography contains 137 entries of English-language materials available from the National Agricultural Library's (NAL) AGRICOLA database. Each of the bibliography's 137 entries pertains to some aspect of transportation services in rural areas. Each entry, including books, reports, studies, and so forth, offers bibliographical information and the NAL call number. Some entries also include abstracts. A large portion of the cited material focuses on roads and highway systems in rural areas. Other subjects include public transportation, agricultural land access, public policy, rural development and rural transportation in specific regions or states. The document also includes ordering information and an author index. All the listed citations were entered in the database between January 1979 and December 1988. (TES)

ED 321 925 RC 017 626

La Caille John, Patricia, Comp.
Rural Leadership. January 1979-December 1988. Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
REPORT NO.- NAL-BIBL-QB89-39
PUB DATE- Mar 89
NOTE- 17p.
AVAILABLE FROM- U.S. Department of Agriculture, National Agriculture Library, Public Services Division, Room 111, Beltsville, MD 20705 (Order No. NAL-BIB-QB-89-39, free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agricultural Education; *Agriculture; Community Development; *Community Leaders; Extension Agents; Leaders; *Leaders Guides; Leadership Qualities; *Leadership Training; *Rural Areas; Rural Education; Rural Extension

substantial information base, showing that aboriginal people represented only 0.7% of the industrial workforce and that their salaries were generally lower than those of other workers. Women were not adequately represented in the job categories. Employment statistics for aboriginal females in specific Canadian companies are offered. The commission has used the statistics to review employment systems of major Canadian employers, including some federal offices. Equal pay for women is also discussed. Since 1977, Canadians have been able to close the gap between what women and men earn for equal work by only 3%. The Human Rights Commission favors imposing an obligation for employers to evaluate their pay practices and develop plans to resolve pay-discrimination issues. Also discussed are the problems and benefits of the Status Registration and Band Membership system, defined by recently-enacted federal legislation in Canada. (TES)

ED 321 937 RC 017 640

Clarke, Heather F.
Native Perspectives on Childbearing and Health.
PUB DATE- Oct 89
NOTE- 35p.; Paper presented at the National Symposium on Aboriginal Women of Canada: Past, Present, and Future (Lethbridge, Alberta, Canada, October 19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Culture; American Indians; Beliefs; Birth; *Canada Natives; Ethnography; *Females; Foreign Countries; Health Education; *Nonformal Education; *Pregnancy
IDENTIFIERS- British Columbia (Vancouver Island); *Coast Salish (Tribe); *Health Attitudes; Medicine Wheel; Prenatal Care

This ethnographic study sought to understand, from the native perspective, the traditional childbearing values and practices of Coast Salish peoples and the difficulties in maintaining these in a society that is not oriented to native values and practices. Observations and interviews were carried out over a 4-year period on the Songhees reserve in British Columbia, with the most intensive research focused on six women of childbearing age and four women of post-childbearing age and their families. A review of the literature and analysis of research data generated a conceptual framework that integrated mind, body, spirit, and environment

Evaluation; Public Colleges; Rural Education; *Student Characteristics
IDENTIFIERS- *Human Resources Development Program; *Western Carolina University NC

Western Carolina University has offered a master's degree in human resource development (HRD) for the past 5 years. Surveys of 121 current graduate students in 5 fields and the university's 35 HRD graduates sought to develop a profile of the student majoring in HRD and to elicit graduates' opinions of the program. The "typical" HRD student was found to be a white female in her mid-30s, attending classes part-time while working a full-time job. This hypothetical student possessed an undergraduate degree from a large university and had decided to major in HRD to increase her opportunities for employment, advancement, or financial reward. HRD majors differed significantly from business administration, educational administration, public administration, and counseling majors with respect to sex, race, important mentors, and size of undergraduate institution. Most graduates: (1) held positions in which at least half of their time was engaged in HRD activities; (2) were satisfied with their decisions to major in HRD and with their current jobs; and (3) claimed their HRD degree helped them to get a job or promotion. Respondents cited major strengths and weaknesses of the program and rated the "helpfulness" of 10 HRD courses. This report includes recommendations to other rural colleges considering an HRD program. (SV)

ED 321 950 RC 017 675

Norman, Charles; Brooks, Rusty
Collaboration for Rural Economic Development: What's Working?
PUB DATE- 6 Feb 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Rural Sociological Association (Little Rock, AR, February 6, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Cooperation; Community Coordination; *Community Development; *Cooperative Programs; *Economic Development; Institutional Cooperation; Rural Areas; *Rural Development; Rural Extension
IDENTIFIERS- *Georgia; University of Georgia

Rural economic development requires local consensus and a immigration and fertility rates. Mexican Americans are becoming increasingly an urban population, concentrated in California and Texas. Mexican-American population characteristics include younger age, larger family size, marital stability, the least educational attainment, and low-status occupations. In 1988 about 25% of all Mexican American families lived below the official poverty line; many of these families include working adults, but their wages are generally so low that they remain part of the "working poor." The final section of the digest considers the implications of these demographic and socioeconomic characteristics in terms of the following: (1) young-adult school dropouts; (2) young parents; (3) cultural and language considerations for schools; (4) the need for expanded preschool opportunities; and (5) Mexican-American students' need for guidance, encouragement, and counseling. This document includes 11 references. (TES)

ED 321 962 RC 017 839

Hunter, Jim; Howley, Craig
Undocumented Children in the Schools: Successful Strategies and Policies. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-90-10
PUB DATE- Sep 90
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Access to Education; *Court Litigation; Elementary Secondary Education; Equal Education; *Legal Responsibility; Public Education; *School Responsibility; Staff Role; *Student Rights; *Undocumented Immigrants
IDENTIFIERS- ERIC Digests; Supreme Court; *Undocumented Students

This ERIC digest reports the background effects, and implications of Plyler v. Doe, a 1982 U.S. Supreme Court ruling guaranteeing the evaluation data, and sources of information on promising programs and materials are discussed. Highlighted are the National Diffusion Network and the National Science Foundation. A list of four selected information sources with addresses is included. Eleven references are listed. (CW)

ED 321 974 SE 051 455

Helgeson, Stanley L.; And Others
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Mathematics. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-18
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Demonstration Programs; *Educational Improvement; Educational Trends; *Information Sources; *Mathematics Curriculum; Mathematics Education; *Organizations (Groups); Secondary Education; *Secondary School Mathematics; Teaching Methods
IDENTIFIERS- ERIC Digests

Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to mathematics. To respond to these concerns, staff need to determine how they can improve their secondary mathematics programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional approaches, and changing the use of technology. In this digest, sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. Highlighted are the National Diffusion Network and the National Science Foundation. A list of four

ED 321 987 SE 051 495

Gallagher-Allred, Charlette R.; Townley, Nancy A.
Dietary Management in Obesity. Nutrition in Primary Care Series, Number 9.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 38p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; Body Weight; *Dietetics; Disease Control; Health Education; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; *Obesity; Preventive Medicine; Science Education; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were designed to provide more practical knowledge to health care providers, and in particular primary care physicians. This module is designed to provide information for the physician which will assist in the counseling of overweight patients, to help them achieve and maintain weight loss, and to help distinguish among all overweight persons those who specifically need to lose body fat. Included are the learning goals and objectives, self-checks of achievement with regard to goals, references for the physician and for the physician to give to the patient, and a "Guide to Changing Eating Habits" for physicians. (CW)

Latanick, Maureen Rogen; Allred, John B.
Nutrition and Physical Activity. Nutrition in Health Promotion Series, Number 22.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 47p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Athletics; *Dietetics; Disease Control; Health Education; Higher Education; *Independent Study; *Medical Education; Medicine; Nutrition; *Nutrition Instruction; Physical Activities; *Physical Activity Level; Physiology; Preventive Medicine; Science Education; Special Health Problems; Teaching Methods

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module is designed to help the primary care physician to identify the relationship between nutrition and physical activity. Efforts are made to examine health maintenance aspects as well as the physical development aspects of the relationship. Diet and fitness fads are explored to assist the physician in counseling patients regarding such fads. Included are learning goals and objectives, a self-check of achievement with regard to goals, references, and lists of resources for patients and physicians. Appendices include sample menus, daily food requirements for training and endurance, and sample menus for a high calorie diet, including a set for ovolactovegetarians. (CW)

Curriculum 4: Support Materials for Training Professionals in Bilingual Intercultural Education).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- 88
NOTE- 107p.
LANGUAGE- Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Schools; *Bilingual Teachers; Developing Nations; Foreign Countries; Higher Education; *Indigenous Populations; *Instructional Materials; Latin American History
IDENTIFIERS- Caribbean; Latin America; UNESCO

The Major Project for Education for Latin America and the Caribbean has given indigenous populations priority attention and has sponsored workshops and seminars to address the educational needs of these peoples. Traditionally, the language and culture of indigenous peoples have been viewed as obstacles rather than valuable resources for education. One of the targeted areas for improving educational levels is the adequate training and preparation of personnel and teachers for intercultural bilingual education. The government of Spain and the United Nations Educational Scientific, and Cultural Organization (UNESCO) have developed support materials to train professional staff. The first step is to develop preliminary teaching texts and materials; to create a methodology of bilingual education; to review the relationship among the community, school, and the curriculum; and to outline teaching methods for the teaching adult literacy programs. This textbook makes suggestions for various methods of incorporating the culture of indigenous populations into the teaching materials. The seven topics covered are: (1) community and school; (2) indigenous beliefs about nature; (3) indigenous beliefs about society; (4) mathematical systems; (5) art and handicrafts; (6) languages; and (7) developing an integrated curriculum. (NL)

ED 322 014   SO 019 959

Coolahan, John, Ed.
Irish Educational Studies, Vol. 5, Nos. 1 and 2, 1985.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Geography; *Geography Instruction; Instructional Material Evaluation; *Secondary Education; Social Studies; *Textbook Evaluation; Textbook Research; Textbooks

This publication is designed to provide guidance to secondary teachers, curriculum developers, and geographic educators responsible for selecting appropriate text materials in geography and the social sciences. The most commonly used geography textbooks for grades 7 through 12 are reviewed. The reviews identify major components of sound geography texts which include: (1) scope; (2) sequencing of skills and activities; (3) ancillary features; (4) readability levels; (5) content properties; (6) instructional properties; and (7) physical properties. A table of bibliographic data is included, as is an appendix evaluating the instructional, physical, and content properties of the reviewed textbooks. (DB)

ED 322 028 SO 020 988

Geography in Grades 7-12: Themes, Key Ideas and Learning Opportunities.
Geographic Education National Implementation Project, Washington, DC.
SPONS. AGENCY- American Geographical Society, New York, N.Y.; Association of American Geographers, Washington, D.C.; National Council for Geographic Education.; National Geographic Society, Washington, DC.
PUB DATE- 89
NOTE- 66p.; Geographic Education National Implementation Project (GENIP)
AVAILABLE FROM- National Council for Geographic Education, 16A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705 (1-9 copies $6.00 each; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; *Geographic Concepts; Geography; Geography Instruction; Instructional Materials; Learning Activities; Resource Materials; *Secondary Education; Social Studies; Teaching Guides; Teaching Methods; Thematic Approach

This volume presents a framework for developing courses of study in geography at grade levels 7-12. Several sample courses illustrate middle school teacher are presented in this document. The three modules are designed to supplement the regular textbook program for teaching about India. They are specifically created to fulfill the needs and interests of 11- to 14-year-old students. The modules contain elements of social interaction, adult role-playing, and group planning. The modules are entitled: "It's Fun to Be the Geography Teacher"; "The Coloring Contest"; and "The-Great-Cities-of-India-Race." Several maps and pictures of animals important in Indian culture are included, as is a bibliography. (DB)

ED 322 043 SO 030 024

Houser, Neil O.
Socialization, Learner Intent, and Environmental Intellectualism: A Transactional Model of Art Education.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Cognitive Development; Cognitive Processes; Cooperative Learning; Educational Environment; Higher Education; Learning Activities; *Learning Theories; Social Development; *Socialization; Student Participation; Teaching Methods
IDENTIFIERS- *Vygotsky (Lev S)

This paper proposes a collaborative processing model for art education that draws upon the language and learning theories of Lev S. Vygotsky. This model is a means by which students' natural affinity for socialization and inclination to attend to their own personal agendas may be used to increase learning motivation and effectiveness. The model may be used to enhance collaboration skills related to the processing of information and the construction of knowledge. Although this strategy has been specifically developed to augment information processing skills related to artistic creation and critique, it was designed with full recognition that these functions are subsumed under the rubric of general cognitive construction. Additional (albeit incidental) advantages of the model include development of socialization skills and cross-cultural awareness and appreciation. A suggested outline

Social Studies Grade 6. Blue Prints for Testing Minimum Performance Test Item Specifications.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 88
NOTE- 36p.; For related document, see SO 030 092.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Educational Objectives; Grade 6; Intermediate Grades; *Minimum Competency Testing; *Social Studies; State Programs; Teaching Guides; Test Format; Testing; *Testing Programs; Test Manuals
IDENTIFIERS- *Arkansas

Item specifications developed by the Arkansas Department of Education as part of the Minimum Performance Testing Program (MPT) appear in this document. Specifically, the social studies materials given to sixth-grade students on the MPT are included. The purpose of an item specification is to provide an overview of the general content and format of test items used to measure instructional objectives. Each item specification contains the following information: objective identification number, grade level, subject areas, goal identification, skill description, stimulus attributes (format, content, directions), response attributes (format, content, directions), and sample items. Item specifications are intended to guide teachers in the development of information evaluation instruments that determine whether or not students have mastered specific objectives. Teachers also may use the item specifications to familiarize students with what to expect on the MPT. School administrators may use the item specifications when they communicate to the public about the MPT. It is noted that none of these item specifications have appeared or ever will appear on the MPT. (DB)

ED 322 060 SO 030 092

Social Studies Grade 8. Blue Prints for Testing Minimum Performance Test Item Specifications.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 88

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; Class Activities; Curriculum Design; Epics; Foreign Countries; Foreign Culture; Global Approach; *History Instruction; Instructional Materials; Junior High Schools; *Non Western Civilization; Social Studies; Visual Aids
IDENTIFIERS- *Hinduism; *India

As an introduction and explanation of the historical development, major concepts, beliefs, practices, and traditions of Hinduism, this teaching unit provides a course outline for class discussion and activities for reading the classic epic, "The Ramayana." The unit requires 10 class sessions and utilizes slides, historical readings, class discussions, and filmstrips. Worksheets accompany the reading of this epic which serves as an introduction to Hinduism and some of its major concepts including: (1) karma; (2) dharma; and (3) reincarnation. (NL)

ED 322 076 SO 030 123

Hanna, Robert C.
Perspectives on the Development of the American Junior High School.
PUB DATE- 89
NOTE- 29p.; Paper presented at the Midwest History of Education Society (Chicago, IL, October 27-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Educational Development; *Educational History; Educational Research; *Junior High Schools; *Preadolescents; Secondary Education
IDENTIFIERS- Eliot (Charles W)

Charles W. Eliot, president of Harvard University from 1869 to 1909, has been credited by educational historians with either the conception of the junior high school or the inspiration behind the junior high school movement. This study largely used only primary sources and secondary sources from the period before or during the emergence of the junior high school, and not those dating after the fact. An examination of those sources reveals that Eliot did not envision the junior high school academic structure, nor was he

ED 322 091 SP 032 380

McLean, Daniel D., Ed.; Smith, S. Harold, Ed.
Impacting on Recreation and Park Legislation.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-476-X
PUB DATE- 90
NOTE- 113p.; Figure 2.1 is illegible due to extremely small, filled print.
AVAILABLE FROM- Publications Sales, AAHPERD, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Decision Making; *Lobbying; *Parks; *Policy Formation; *Political Power; Public Opinion; Public Relations; *Recreation Legislation

This publication offers guidelines on successfully shaping political decisions concerning recreation and parks. It is divided into five sections and intended as a resource manual to be used when political action is called for. The first section deals with the overall structures and interventions which can change park and recreation policy. Section 2 tells how the various levels of government are organized to provide support to recreation and parks, and the processes which turn public opinion into public policy. A brief history and some future trends concerning federal, state, and local roles in funding recreation and parks are given. Also included is an explanation of the structure and function of the state legislatures and their relationship to state and local recreation and park policy. Section 3 provides a model for mounting a comprehensive statewide legislative campaign and suggests planning strategies and ways to involve people for successful political action. In the fourth section, techniques are outlined to educate voters and politicians. Section 5 includes questions and answers about recreation and parks, research excerpts, and support statements to help sell recreation and parks to political decision makers. (JD)

ED 322 092 SP 032 381

REPORT NO.- ISBN-0-87322-282-2
PUB DATE- 90
NOTE- 356p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61825-5076 ($39.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Health; *Exercise; Exercise Physiology; *Pediatrics; *Physical Fitness; *Physicians; Preventive Medicine; *Special Health Problems; Sports Medicine

This book paints a broad picture of the role of exercise in children's health and provides information for the physician and other health care providers on healthful forms of physical activity for children. The book is divided into three parts: (1) "Developmental Exercise Physiology: The Physiological Basis of Physical Fitness in Children"; (2) "The Influence of Exercise on Health"; and (3) "Strategies for Improving Exercise Habits of Children." Topics in Part 1 include exercise physiology, pediatric exercise research, physical fitness and habitual physical activity, endurance, and muscle strength. Part 2 covers the relationship between exercise and disease, and physical activity and health, and it addresses the issue of risks of sports participation during childhood. Part 3 provides specific strategies for increasing physical activity in children by both structured and unsupervised programs. The appendix includes guidelines for specific activities. (JD)

ED 322 108 SP 032 453

Warring, Douglas F.
Non-Traditional Programs for Pre-Service and In-Service Education.
PUB DATE- Jul 90
NOTE- 22p.; Paper prepared for the World Assembly of the International Council on Education for Teaching (36th, July 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Extended Teacher Education Programs; *Graduate Study; Higher Education; Inservice Teacher Education; Lifelong Learning; Masters Degrees; *Nontraditional Education; Preservice Teacher

opposition to the system in which she was educated. Her career change can, therefore, be viewed as motivated by a commitment to the possibility of social change. The data emerging from this study indicate that biography affects career motivation and performance and that gender socialization is an important component in biography, having a significant influence on who teachers and, ultimately, on what is taught and how. Implications for teacher education and the conduct of teacher education programs are indicated. (JD)

ED 322 123 SP 032 513

Korthagen, Fred A. J.
Techniques for Stimulating Reflection through Seminars on Campus.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Structures; *Critical Thinking; *Educational Objectives; Foreign Countries; Preservice Teacher Education; *Schemata (Cognition); *Seminars; Student Characteristics; Student Teachers; Teacher Behavior; Teaching Methods
IDENTIFIERS- *Reflective Teaching

This paper puts forth techniques for the promotion of reflection which can be used in university seminars for preservice teachers. The techniques are based on the idea of reframing, i.e., looking at experiences from a new perspective. From a cognitive psychological point of view, this means that the person's cognitions about a situation or phenomenon are restructured. Analysis of the characteristics of the process of restructuring cognitions leads to the conclusion that restructuring is promoted by student teachers' reflections on the relationships in their cognitions about teaching. The researchers worked out techniques to promote reflection on the relationships between: (1) educational goals and values; (2) educational goals and actual teaching behavior; (3) teacher behavior and pupil characteristics as perceived by student teachers; and (4) goals, pupil characteristics, and teaching strategies. The techniques are described and results of their use in a group of student teachers and a group of teacher educators are discussed. (JD) survey of fees and charges, pricing structures, resident versus nonresident pricing differences, program options and charges, employment demands, usage figures, and population and budget sizes. The data gathered make it possible to establish national, regional, and local per capita income levels; develop national average pricing structures for parks and recreation agencies; and determine a mathematical model of pricing. A per capita pricing worksheet is presented with a formula that can be applied on a national or regional basis, or be used for state comparisons. A specific zoning approach may be used to reflect the differences of income for a poverty versus an affluent area within the same community, each requiring different pricing strategies. (JD)

ED 322 138 SP 032 542

Bobbitt, Sharon A.; McMillen, Marilyn M.
Teacher Training, Certification, and Assignment. Draft Report .
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 17 Apr 90
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Teachers; Computer Science Education; *Elementary School Teachers; Elementary Secondary Education; Mathematics Teachers; *Misassignment of Teachers; Science Teachers; *Secondary School Teachers; *Teacher Certification; Teacher Education; *Teacher Qualifications

This report presents a statistical analysis of the frequency of teacher misassignment, with some emphasis on science, bilingual, and computer science teachers. The data were collected on the Public School Teachers Questionnaire, one of seven questionnaires in the Schools and Staffing Survey (SASS), developed by the National Center for Education Statistics and conducted by the U.S. Bureau of the Census. Four categories of qualification were derived from the data provided by the teachers. The first category of qualification indicated that the teacher had majored in the subject at the bachelor's degree level or higher and that the teacher was certified to teach the subject. The second category indicated that the teacher had majored in the subject but was not certified to teach the subject. The third category indicated that the teacher had not majored in the subject but was certified to teach the validity of the conclusions increases. Three graphs are included. (RLC)

ED 322 152 TM 015 127

Burgess, J. Orrison, Ed.; And Others
School-Based Program Evaluation Manual.
Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- ISBN-0-7731-0112-8
PUB DATE- Jun 87
NOTE- 173p.
AVAILABLE FROM- Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Saskatchewan, Canada S4S 0A2 ($22.00 and $2.00 postage (Canadian); 10% discount if five or more copies are ordered).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Curriculum Evaluation; Data Collection; Decision Making; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Interviews; Measurement Techniques; Policy Formation; *Program Evaluation; Questionnaires; *Research Methodology; School Districts
IDENTIFIERS- Canada

This manual was developed in response to issues and concerns raised in "Directions and Program Policy Proposals" (1984), and in accordance with the Saskatchewan (Canada) School Improvement Program to help meet the need for more and improved monitoring and evaluation at the local school level. It is designed to provide school practitioners with clear-cut and appropriate means for making decisions concerning educational programs at the school and classroom levels. Part 1 provides a general introduction to program evaluation (i.e., what program evaluation is and who does what). Part 2 outlines the steps that must be taken in planning and implementing an evaluation. Part 3 describes most areas of the Saskatchewan school curriculum (kindergarten through grade 12) and some of the programs commonly offered in schools. Part 4 describes specific ways in which a committee or an individual might proceed to evaluate various aspects of the program of a school system. Part

judges participated in a rater-training session that included a discussion of the Angoff method and the conceptualization of skills needed for minimum competence. After all items were rated, handouts containing a list of all ratings for all judges were reviewed and discussed by the judges. All judges changed their ratings on at least 4 of the items, and 2 judges changed their ratings on 20 or more items. Results indicate that the procedures used to improve interjudge consensus (that is, provision of feedback via the handouts) did not have an adverse affect on intrajudge consistency. In fact, results show that techniques designed to improve consensus also improved consistency. Two data tables and two bar graphs are included. (TJH)

ED 322 165 TM 015 281

Bernstein, Lawrence
Policy Changes and School Climate: An Analysis of the NAEP School Questionnaire (1987-1988).
Educational Testing Service, Princeton, NJ. Policy Information Center.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged Schools; Educational Change; *Educational Environment; Elementary Secondary Education; Ethnicity; Grade 4; Grade 8; Grade 12; Minority Group Children; *National Programs; Poverty; *Questionnaires; *School Policy; School Size; Student Attitudes; Teacher Attitudes; *Testing Programs; Test Interpretation; Test Results; Urban Schools
IDENTIFIERS- *National Assessment of Educational Progress

This study is an analysis of the National Assessment of Educational Progress (NAEP) School Questionnaire administered across three grade levels (grades 4, 8, and 12) during the 1987-88 school year. The data obtained from the school questionnaire represent one level of NAEP's data collection activities, in addition to the teacher questionnaires and the various student assessments. The analysis was based on an investigation of the relationships between policy changes and school climate, measured both by a composite scaled score and by individual questionnaire items, and individual is reactive. (SLD)

ED 322 178 TM 015 326

Alderton, David L.
Revisiting a Cognitive Framework for Test Design: Applications for a Computerized Perceptual Speed Test.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Comparative Testing; *Computer Assisted Testing; Military Personnel; *Perception Tests; Psychometrics; *Test Construction; Timed Tests
IDENTIFIERS- *Clerical Perceptual Speed; Paper and Pencil Tests; *Perceptual Speed Test

This paper highlights the need for a systematic, content aware, and theoretically-based approach to test design. The cognitive components approach is endorsed, and is applied to the development of a computerized perceptual speed test. Psychometric literature is reviewed and shows that: every major multi-factor theory includes a clerical/perceptual speed (CPS) factor; and the CPS factor is defined by tests using number, letter, or figural stimuli, but is best identified with several stimulus types. A computerized CPS test was developed, which contains three subtests: random number strings, random letter strings, and nonsense figure strings. Items are presented in a same/different format that minimizes intersubject and intrasubject strategy variation in search sequencing. Latency and errors should increase as the length of the comparison string gets longer. The slope of a simple linear function should increase as the number of elements increases. Therefore, the length of comparison strings was varied from one to seven elements for number and letter strings, and from one to five for figure strings. In order to obtain normative data, the test was first administered to 435 Navy recruits. Following minor changes, the final version was administered to 722 subjects. Each subject took the three computer CPS subtests and three paper and pencil tests. Results indicate that the computer CPS test was a better psychometric instrument than were the paper and pencil counterparts; it controls speed-accuracy tradeoffs, produces

match on pretest, posttest, and achievement test scores. Four data tables and three graphs are provided. (Author/RLC)

ED 322 191　　　　　　　　　TM 015 374

Stuck, Ivan A.
Correcting Regression Equations for Restriction of Range: Effects on Veterinary Candidate Selection.
PUB DATE- Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Cohort Analysis; *College Applicants; College Entrance Examinations; *Equations (Mathematics); Estimation (Mathematics); Grade Point Average; Higher Education; Mathematical Models; *Medical Students; *Predictor Variables; Regression (Statistics); Veterinary Medical Education; Weighted Scores
IDENTIFIERS- Michigan State University; *Range Restriction; *Regression Correction

Predictor weights estimated by using multiple linear regression are biased when there is restriction in the range (RR) of the dependent variable. Standardized multiple regression yields partial correlations as weights for the predictors, and these can be corrected for range difference between calibration and application samples. However, additional bias occurs in weights due to unreliability in the dependent variable. Five cohorts (four graduation cohorts and one 3-year cohort) of veterinary medicine applicants were studied to assess the effectiveness of adjusting regression weights prior to estimating future graduate grade point average (GGPA). The cohorts were from the College of Veterinary Medicine at Michigan State University (East Lansing), with application years ranging from 1981 to 1985 and graduation years ranging from 1985 to 1989, respectively. Accepted and rejected applicants were included. Three graduation cohorts (1985, 1986, and 1987) were used to select and weight predictors. These weighted predictors were used to estimate future GGPA for the two remaining cohorts (1988 and 1989), which were used for validity testing of the estimated beta weights. The correction appeared to impact the rank order validity of only one cohort, but even this finding was semester; and (6) 21 felt that the state should provide funding for the construction of needed parking. A comparison of California parking fees with those in eight other states revealed that the fees in other states were generally lower than those in California. In addition, six states provided funds for capital outlay that could be used to build parking facilities. Survey results suggested that California community colleges should consider policies to encourage a reduction in traffic to and from campuses and should fund parking from state grants, low-interest loans, and parking fee adjustments for certain districts. (JMC)

ED 321 812 JC 900 406

McIntyre, Chuck; And Others
Issues Confronting Community Colleges: Report on a Delphi Project. Report 88-5.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 88
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Administrative Problems; *College Planning; Community Colleges; *Delphi Technique; Educational Assessment; *Educational Needs; Educational Quality; *Educational Trends; *Institutional Mission; Policy Formation; Problem Solving; Questionnaires; State Surveys; *Statewide Planning; Trend Analysis; Two Year Colleges
IDENTIFIERS- *California

In 1988, the Chancellor's Office of the California Community Colleges (CCC) employed the Delphi Technique to gather opinions from individuals throughout the CCC system about the major issues confronting community colleges and about possible solutions to these issues. Undertaken to assist the Board of Governors in preparing its 1988-89 Basic Agenda, the survey solicited responses from Chancellor's Office staff, members of the Board of Governors, district and college chief executive officers and chief instruction officers, academic senate presidents, and statewide participants in two public forums held on the Basic Agenda. The Delphi project was conducted in two rounds in which individuals ranked statements about issues for their accuracy and relevance, and statements about solutions for their practicality and consequences. The statements

1988-89 data from Integrated Postsecondary Education Data System reports, including operating current fund expenditures and revenues, capital expenditures by category, physical plant data, and miscellaneous financial data. Finally, section VII describes community college capital projects, including those financed through a local authority or bank and those financed through the state public school building authority. (JMC)

ED 321 825 JC 900 423

Cowart, Susan Cooper

Project Cooperation: Designing and Implementing Models of Outcomes Assessments for Two-Year Institutions. Report on Project Cooperation Summer Conference for Demonstration Sites (Nashville, Tennessee, July 9-11, 1989).

American Association of Community and Junior Colleges, Washington, DC. National Council of Instructional Administrators.; American Coll. Testing Program, Iowa City, IA. Research Div.; National Council on Student Development, Washington, D.C.

PUB DATE- Jul 89
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; College Planning; College Students; Community Colleges; Conferences; *Educational Objectives; *Evaluation Methods; Evaluation Utilization; Graduate Surveys; *Group Discussion; Institutional Cooperation; *Institutional Evaluation; Meetings; Models; Program Development; Program Evaluation; Program Implementation; *Two Year Colleges

In July 1989, the members of Project Cooperation, 10 community colleges that had been invited to serve as demonstration sites for research on institutional effectiveness, were brought together for the second national colloquium on institutional effectiveness through outcomes measures. This report contains the presentations made at the colloquium and summaries of subsequent group discussions and break-out groups' reports. The first presentation was "Assessing Institutional Effectiveness," by John Harris, which focused on the evaluation of assessment instruments, selection vs. criterion testing, assessment in accreditation and self-study, assessment and the improvement of educational quality, quality improvement in a global context, the Deming Approach to quality

SPONS. AGENCY- Ontario Women's Directorate, Ottawa.
PUB DATE- 89
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Day Care; Community Information Services; Community Responsibility; *Day Care; Dual Career Family; Early Childhood Education; *Employed Parents; Employer Supported Day Care; Family Environment; *Family Life; Foreign Countries; Fringe Benefits; *International Programs; *Labor Conditions; Productivity; Program Development; *Public Policy; Social Problems
IDENTIFIERS- *Canada; Group Day Care; United States

This conference involving business, labor, policymakers and dependent care service providers covered issues related to the conflict between family and work responsibilities. The conference addressed the conflict's scope, substance, and major issues. Also covered are: information-gathering efforts which concerned institutions' national and international activity in the area, employees' and employers' needs and resources, governmental and legal approaches to the conflict, and individual and corporate activities and services designed to meet the needs of employees and employers. Plenary sessions and workshops concerned: (1) family and work conditions in the United States; (2) child care and productivity; (3) international work and family programs; (4) innovation, research, and emerging trends; (5) directions of policy concerning work and family; (5) flexible leave policies and practices; (6) solutions to problems faced by labor and management; (7) creation of work and family programs in the workplace; (8) employer-supported child care programs, group-based care, resource and referral services, and elderly dependent care; and (9) dimensions of labor's and business's shared responsibility for making needed changes. (RH)

ED 321 838 PS 018 459

Clinton, Barbara; And Others
Promoting Maternal and Child Health in the Context of Rural Poverty.
PUB DATE- 14 Nov 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Public Health Association (Boston, MA, November 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Young children's atttitudes about marriage and divorce, considered as social institutions and as personal possibilities, were investigated. Subjects were 119 children in kindergarten and second and fourth grades who lived with nondivorced parents, single divorced mothers, or remarried mothers. In reference to a story line illustrated with paper dolls, children were asked open- and close-ended questions on five themes: (1) marriage; (2) divorce of a couple without children; (3) divorce of a couple with two young children; (4) remarriage; and (5) stepparents. While most subjects expected to marry and believed that marriage is a positive experience, the children were surprisingly accepting of divorce as a solution to an unhappy marriage, even in cases involving young children. However, children with divorced parents were more likely than children with still-married parents to view divorce as a possibility for themselves. Kindergarteners were more likely than older subjects to hold negative attitudes toward divorce. (RH)

ED 321 852 PS 018 911

Fenichel, Emily Schrag; Eggbeer, Linda
Preparing Practitioners To Work with Infants, Toddlers and Their Families: Issues and Recommendations for the Professions.
National Center for Clinical Infant Programs, Washington, DC.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 90
NOTE- 35p.; A product of the Training Approaches for Skills and Knowledge (TASK) Project. For related documents, see PS 018 912-914.
AVAILABLE FROM- National Center for Clinical Infant Programs, 2000 Fourteenth Street, North, Suite 380, Arlington, VA 22201-2500 ($5.00 per copy; set of four documents, $18.00. Add $2.50 shipping and handling for 1-2 copies; add $3.50 for 3-6 copies. 10% discount on orders of 7 or more copies.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; *Child Development; Competency Based Education; Continuing Education; Core Curriculum; Family (Sociological Unit); *Infants; Inservice Education; *Parent Child Relationship; Professional Development; *Professional Education; Teaching Methods; *Toddlers

This publication offers a framework for thinking about the issues

NOTE- 43p.
AVAILABLE FROM- National Committee for Prevention of Child Abuse, Catalog Requests, 332 South Michigan Avenue, Suite 1600, Chicago, IL 60604 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Early Intervention; Family Programs; Guidelines; Models; Policy Formation; *Prevention; *Program Design; Program Effectiveness; Program Improvement; *Sociocultural Patterns
IDENTIFIERS- *Conceptual Frameworks

The purpose of this paper is to summarize current trends in child abuse prevention and to provide program administrators and policymakers with guidelines for implementing successful new parent programs in their communities. Contents address: (1) the scope of the child abuse problem; (2) a theoretical framework or conceptual model for use in designing effective, new parenting services; (3) model program components for providing a mixture of therapeutic and supportive services; (4) empirical evidence on the effectiveness of programs designed to strengthen parents and reduce the likelihood of abuse and neglect through early intervention; (5) barriers to prevention; and (6) recommendations for the development of a comprehensive policy for local prevention advocates. (RH)

ED 321 866 PS 018 927

Romano, Nicole; And Others
Schools and Child Abuse: A National Survey of Principals' Attitudes, Beliefs, and Practices.
National Committee for Prevention of Child Abuse, Chicago, Ill.
PUB DATE- Jul 90
NOTE- 36p.
AVAILABLE FROM- National Committee for Prevention of Child Abuse, Catalog Requests, 332 South Michigan Avenue, Suite 1600, Chicago, IL 60604 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Child Abuse; *Educational Practices; Elementary Schools; Elementary Secondary Education; High Schools; National Surveys; *Prevention; *Principals; *Program Implementation; Rural Schools; Urban Schools

to improve five inexperienced teachers' ability to conduct parent-teacher conferences. Through self-evaluation, teachers identified skills they needed to improve. Intervention focused on preconference planning strategies, conference techniques, and the process of closing the parent-teacher conference. Over a 10-week period, teachers practiced conference skills in weekly 45-minute, after-school workshops. The skills practiced involved discussion, role playing, problem solving, and record keeping. Teachers also practiced conference techniques with other teachers. As a result, teachers became self-confident and successful in conducting conferences. Twelve appendices provide related materials, such as teacher questionnaires, an initial interview guide, an outline for parent-teacher conferences, and a teacher perception questionnaire. (RH)

ED 321 880 PS 018 944

Wolfe, Linda A.
Increasing Verbal Participation and Self-Concept through Teaching across the Curriculum.
PUB DATE- Feb 90
NOTE- 98p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Counseling Services; Curriculum Development; *Elementary School Students; Expressive Language; Grade 3; Guidelines; Guides; *Hispanic Americans; *Learning Activities; Primary Education; Program Effectiveness; Program Implementation; Science Instruction; *Self Concept; Social Studies; Student Improvement; *Student Participation; *Verbal Communication

An experienced third-grade teacher at an elementary school whose students were predominantly Hispanic designed and implemented a practicum in her class of academically above-average students with a low level of verbal participation in class. The target group of 25 students was involved in social studies, science, and expressive language activities designed to increase verbal participation and strengthen self-concept. The target group also engaged in weekly self-concept activities with the school counselor. Comparison of pre- and post-intervention data indicated that the average verbal participation increased to a level above that desired. Students

Parent-Teacher Communication. A Handbook for Teachers and Parents. Parent Participation for Effective Schools.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 89
NOTE- 83p.; For related documents, see PS 018 966-969.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Background; Check Lists; Elementary Secondary Education; *Family School Relationship; Guidelines; *Parent Participation; *Parent Teacher Conferences; Resource Materials; *Teacher Role; *Verbal Communication; *Writing Strategies

Several strategies for improving communication between parents and teachers are explored in this handbook. Section I provides background information on parent-teacher communication. Recommendations to teachers for enhancing parent involvement in education are provided. Section II describes communication strategies for use in parent-teacher conferences. Types of communication, home-school communications assessment, and oral and written communications are covered. Section III deals extensively with conferences involving parents and teachers in terms of types of parent-teacher conferences, role playing situations, the process of dealing with problematic situations, and the processes of preparing, conducting, following up, and evaluating the conference. Examples of notes, telephone contacts, letters, and meetings are included. Appendices provide suggestions for ways to reach the hard-to-reach parent, references, a bibliography, and lists of materials available from the Home and School Institute and the National Committee for Citizens in Education. (RH)

ED 321 897 PS 018 968

Planning for Parent Involvement. A Handbook for Administrators, Teachers, and Parents. Parent Participation for Effective Schools.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 89
NOTE- 95p.; For related documents, see PS 018 966-969.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

standard civics course. Perhaps the most useful contribution public schools could make to the religious development of young people is to teach them some epistemology, which would help them understand that many different kinds of truth exist and are important, and that schools are limited in their ability to address certain truths. (RH)

ED 321 912 PS 019 065

Eheart, Brenda Krause; Leavitt, Robin Lynn
Family Day Care: Discrepancies between Intended and Observed Caregiving Practices.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- 89
NOTE- 21p.
CONTRACT- RI88-062012
GRANT- 1-5-37217
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Certification; *Child Caregivers; *Classroom Environment; Early Childhood Education; *Educational Practices; *Etiology; *Family Day Care; Individual Development; *Intention; Interviews; Observation; Research Needs; Teacher Education
IDENTIFIERS- Interpretive Research; Symbolic Interactionism

The purpose of this two-phase study, guided by the theory and method of interpretive interactionism, is to describe how family day care providers perceive and implement their caregiving intentions and practices. In phase 1 of the study, data were obtained from interviews with 31 providers and in phase 2, observations of 6 providers over a 10-month period were carried out in the providers' homes. The paper focuses on providers' responses to questions concerning their responsibilities to children in their care, the kinds of experiences they want children to have while in their care, and a typical day in their home care environment. Findings revealed that what family day care providers intended to provide for children, namely, a loving, attentive, play-filled

IDENTIFIERS- AGRICOLA

This bibliography contains 126 entries of written materials available from the National Agricultural Library's (NAL) AGRICOLA database pertaining to agricultural or rural leadership. Each entry includes bibliographical information and the NAL call number, while some also include abstracts. All the listed materials, including books, reports, studies, and so forth, are in English. Cited materials include information on leadership development, leadership guides, rural extension, social issues, rural government, and community development. The document also gives ordering information and an author index. All the listed citations were entered in the database between January 1979 and December 1988. (TES)

ED 321 926 RC 017 627

Bray, Robert E., Comp.
Rural America's Elderly. 1979-April 1988. Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
REPORT NO.- NAL-BIB-QB-88-66
PUB DATE- Jul 88
NOTE- 18p.
AVAILABLE FROM- U.S. Department of Agriculture, National Agriculture Library, Public Services Division, Room 111, Beltsville, MD 20705 (Order No. NAL-BIB-QB-88-66, free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aging (Individuals); *Older Adults; Reference Materials; *Rural Areas; *Rural Population
IDENTIFIERS- AGRICOLA

This bibliography contains 130 entries of English-language written materials available from the National Agricultural Library's (NAL) AGRICOLA database. Each of the entries, including books, studies, reports, and so forth, pertains to rural America's elderly population. Each entry includes bibliographical information and the NAL call number. Some entries also include abstracts. A large portion of the cited material focuses on the elderly populations in specific rural regions or states. Other subjects include independence of older people, self-esteem, medical care, demographics, and socioeconomic problems involving the elderly. The document also gives ordering information and an author index. All the listed citations were entered in the database between January 1979 and April 1988. (TES)

concepts and focused on transactional processes. The Medicine Wheel is the native means of structuring the integration of these concepts, with its four directions depicting concepts essential to wholeness and health. During any part of the life cycle, health is related to harmony among the elements of the individual's Medicine Wheel and all others in the individual's environment. Family members and elders are responsible for the general education of youth, but women are primarily responsible for health matters and transmission of childbearing beliefs and practices. Health and childbearing education are accomplished as a part of daily life and at salient times through oral communication and role modeling. Women who had received traditional childbearing teachings felt committed to them and did not perceive contemporary health care workers as part of their health care system. Prenatal classes were perceived as being "difficult" since they are not taught in traditional ways. This paper contains 19 references and 4 diagrams of Medicine Wheel concepts. (SV)

ED 321 938 RC 017 641

Thompson, David C.; And Others

Preliminary Analysis and Recommendations regarding the Closing of Select Rural Schools in West Virginia. An Initial Report Provided to the Randolph County Rural Board of Education.

University Council for Educational Administration.

PUB DATE- 5 Mar 90

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Consolidated Schools; Economic Factors; *Educational Responsibility; Efficiency; Elementary Secondary Education; Rural Education; *Rural Schools; *School Closing; *Small Schools; State Aid; *State School District Relationship

IDENTIFIERS- Isolation (Geographic); *West Virginia (Randolph County)

This position paper presents arguments countering the proposed closing of select small schools--particularly one geographically isolated school--in Randolph County, West Virginia. The first section briefly summarizes the county board of education's plan and rationale for school consolidation and the concerns of residents opposed to the school closings. The second section draws on a representative sampling of the literature on the effectiveness of coordinated effort by community leaders and the public at large. In 12 rural Georgia counties, the University of Georgia is implementing a Rural Revitalization Initiative (RRI) that emphasizes collaboration of public officials and private individuals across disciplines, professions, neighborhoods, and county lines. The project is conducted by representatives of six university service units working collaboratively with each other and the communities. The project focuses on: (1) governmental management training and technical assistance; (2) implementation of four collaborative models of community development; (3) community education about rural culture and heritage, training of rural newspaper and radio staff in community history and development, and encouragement of innovative approaches to rural community problem solving; (4) encouragement of economic growth through small business development and business retention; (5) portable simulation training systems concerned with human relations skills and group dynamics; and (6) leadership development programs. The linkage for RRI begins at the University of Georgia and extends to statewide organizations conducting economic and community development work. Additional proposed programs for any particular must build on that county's existing programming efforts. This report briefly describes five promising collaborative projects in California and Ohio. (SV)

ED 321 951 RC 017 677

Migrant Education Dropout Prevention Project. Final Report.
Santa Clara County Office of Education, San Jose, Calif.
PUB DATE- Oct 89
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Causal Models; *Dropout Characteristics; Dropout Prevention; *Dropout Research; Elementary Secondary Education; Migrant Children; *Migrant Education; Migrant Programs; Migrant Youth; Parent Influence; Student Characteristics; Surveys
IDENTIFIERS- California

The Migrant Education Region 1 of the Santa Clara County Office of Education organized a project to examine the conditions of 1454

right of undocumented immigrant children to attend public school. The document is divided into five parts. "Background of the Plyler Case" describes the Plyler v. Doe ruling and the Texas law that the Court held to be unconstitutional under this ruling. "Undocumented Children in the United States" describes the everyday difficulties experienced by undocumented children and their families. "Access: Students' Rights and Schools' Responsibilities" describes how and why state residency requirements cannot be used to deny public education to undocumented children and emphasizes that school staff should be aware of these students' rights. "What Should School Staff Do?" describes practices schools should avoid regarding undocumented students, and makes recommendations regarding their proper treatment. "The Bottom Line" emphasizes how staff sensitivity can foster the atmosphere of acceptance and trust that undocumented students need. This digest includes 10 references. (TES)

ED 321 963 RC 017 840

Garcia, Eugene
Bilingualism and the Academic Performance of Mexican-American Children: The Evolving Debate. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-90-9
PUB DATE- Sep 90
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; *Bilingualism; Bilingual Students; Elementary Secondary Education; English (Second Language); Hispanic Americans; Language Dominance; Language Handicaps; *Language of Instruction; *Language Role; Social Influences; *Spanish Speaking
IDENTIFIERS- ERIC Digests

This ERIC digest considers three important issues for educators of

selected information sources with addresses is included. Eleven references are listed. (CW)

ED 321 975 SE 051 460

Howe, Robert W.

Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education. ERIC/SMEAC Environmental Education Digest No. 3.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- EDO-SE-90-23

PUB DATE- 89

NOTE- 4p.

CONTRACT- RI88062006

AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Conservation Education; *Educational Improvement; Educational Trends; Elementary School Science; *Elementary Secondary Education; *Environmental Education; *Information Sources; *Organizations (Groups); Secondary School Science; Teaching Methods

IDENTIFIERS- ERIC Digests

Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to the environment. To respond to these concerns, staff need to determine how they can improve their environmental education programs by modifying the content and skills emphasized in the curriculum, and supplementing instructional approaches. In this digest, sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. A list of 10 selected information sources with addresses is included. Seven references are listed. (CW)

ED 321 988 SE 051 496

Bossetti, Brenda; Gallagher-Allred, Charlette R.
Dietary Management in Diabetes Mellitus. Nutrition in Primary Care Series, Number 10.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 61p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Diabetes; *Dietetics; Disease Control; Health Education; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; Special Health Problems; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were designed to provide more practical knowledge for health care providers, and in particular primary care physicians. Because diet is the cornerstone of diabetic treatment, this module is designed to help physicians to understand the basic principles of the diabetic diet and be able to plan with the patient a suitable diet which the patient can follow. Included are the learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices include "Exchange Lists for Meal Planning," a supplementary exchange list, and a fast food exchange list. (CW)

ED 321 989 SE 051 497

ED 322 001 SE 051 509

Molleson, Ann L.
Vitamins and Trace Minerals. Nutrition in Health Promotion Series, Number 23.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 68p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; Counseling Techniques; *Dietetics; Disease Control; Health Education; Higher Education; *Independent Study; *Medical Education; Medicine; Nutrition; *Nutrition Instruction; *Patient Education; Physiology; Preventive Medicine; Science Education; Special Health Problems; Teaching Methods
IDENTIFIERS- *Trace Minerals; *Vitamins

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module is designed as a resource which will assist the primary care physician in understanding the functions of vitamins and trace minerals. Manifestations of deficiency and excess are presented as are concepts relevant to the evaluation of patient status. Information is provided to assist physicians in counseling their patients regarding the multitude of claims made concerning dietary supplements. Included are learning goals and objectives. A self-check of achievement with regard to goals references, and lists of resources for patients and physicians. Appendices include tables of recommended dietary allowances, safe and adequate dietary intake of selected vitamins and minerals, clinical nutrition

Educational Studies Association of Ireland, Dublin.
PUB DATE- 86
NOTE- 690p.; The article "Teagasc na Gaeilge san Iarbunscoil" (M. O'Fathaigh) is in Gaelic.
AVAILABLE FROM- Education Department, University College, Cork, Ireland.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Aesthetic Education; *Art Education; Behavioral Objectives; Computer Uses in Education; Creative Writing; *Curriculum Development; Drama; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Literature; Logic; Mathematics Achievement; *Music Education; *Secondary School Science; Sex Differences; Vocational Education; *Youth Programs
IDENTIFIERS- *Ireland

This issue of "Irish Educational Studies" focuses on curriculum and learning issues and includes: (1) "Aesthetic Perspectives in Curriculum Reform" (D. Murphy); (2) "Drama: Less Talk, More Action" (M. Drury); (3)" Out of Tune with Reality: Music and the School in Ireland" (M. O'Suilleabhain); (4) "Erotics, Not Hermeneutics" (T. Mullins); (5) "The Context of Creative Writing" (S. O'hEili); (6) "Foundations and Practice of the New Curriculum" (H. Gash); (7) "The Design of Irish Primary School Buildings in the Era of the New Curriculum" (J. Kavanagh); (8) "Teaching the Logic of Subjects" (K. McDermott; P. Caulwell); (9) "Post-Primary Science Education: Evolution or Degeneration?" (B. Reidy); (10) "The Curricular Impact of Computers in Education" (J. Kelly); (11) "Teagasc na Gaeilge san Iarbunscoil" (M. O'Fathaigh); (12) "Try-Out of an Instructional Management System in Primary School Mathematics" (J. Close); (13) "Critical Variables in Relation to Differences Between the Mathematics Achievement of Girls and Boys" (B. Sugrue); (14) "Enterprise Development and Entrepreneurship in Third-Level Courses in Ireland" (A. White); (15) "Higher Level Vocational Rehabilitation: The Development of a New Service" (P. Davies); and (16) "A Progress Report on the 1936-86 Project at Shannon" (J. Gleeson). The second part of the volume contains 18 articles including: (1) "Left Brain, Right Brain," (S. O'Suilleabhain); (2) "Half Your Future? A Discussion of the Notion of a Common Educational Policy for Europe" (D. Swan); (3) "The Effect of Standardized Test Information on Teachers' Assessment of ABility in Their Classes" (P. Archer, P. Fontes); (4) "The Marino Graded Word Reading Scale at Third Level: Some Insights" (E. O'Baiollain); (5) "Management and Accountability: A Post-Primary Perspective" (L. Murtagh); (6) "School Management and Curriculum Development" (A. O'Shea); (7) "Principals' Delegation and Posts of Responsibility in Dublin National Schools" (D. Herron); (8) "Organisation Structure and Climate: A Study of Four Large Community Schools in the Dublin how the framework may be used. Five fundamental themes in geographic education provide the basis for the framework. The suggested learning opportunities are designed to incorporate various levels of thinking. These opportunities direct attention to the knowledge, skills, and attitudes that result in a total geography course. The fundamental themes for geographic education are: (1) Location: position on the Earth's surface; (2) Place: physical and human characteristics; (3) Relationships within places: humans and environments; (4) Movement: humans interacting on the Earth; and (5) Regions: how they form and change. The cognitive skills that are developed in these courses are grouped as follows: asking geographic questions; acquiring geographic information; presenting geographic data; interpreting and analyzing geographic information; developing and testing hypotheses and geographic generalizations. A glossary of selected terms and a list of references are included. (DB)

ED 322 029 SO 020 990

Teaching Nonwestern Studies: A Handbook of Methods and Materials.
Massachusetts Univ., Amherst. Center for International Education.
REPORT NO.- ISBN-0-932288-02-2
PUB DATE- 87
NOTE- 149p.
AVAILABLE FROM- Center for International Education, Hills House South, University of Massachusetts, Amherst, MA 01003.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Studies; Educational Resources; Elementary Secondary Education; *Global Approach; *Instructional Development; Instructional Materials; Learning Activities; Learning Modules; Multicultural Education; Social Studies; *Teacher Developed Materials; Teaching Methods

Methods and techniques developed by teachers in the classroom and designed to involve students in a variety of learning activities to enhance their perception and understanding of a global world are the focus of this handbook. The activities described are designed to promote group discussion and to provide the stimulation for a greater variety of learning methods that place emphasis on the relationship between the content of the materials and the teaching process. The handbook is divided into four sections, each of which for teaching from this model is included, as is a 16-item bibliography. (Author/DB)

ED 322 044 SO 030 028

Hoffman, Teresa L.; Lerner, Shereen
Arizona Archaeology Week: Promoting the Past to the Public. Archeological Assistance Program Technical Brief No. 2.
National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- Oct 88
NOTE- 10p.
AVAILABLE FROM- United States Department of the Interior, National Park Service, Archeological Assistance Division, P.O. Box 37127, Washington, DC 20013-7127.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Archaeology; *Federal Programs; Natural Resources; Outreach Programs; *State Programs
IDENTIFIERS- Arizona; *Arizona Archaeology Week

The federal archaeological community has identified a need for an organized and comprehensive public outreach effort at the national level that can provide a framework for regional and local public support for archaeological resources. This document presents one part of the program and provides guidance in developing public awareness. Arizona Archaeological Week is presented as one example of how successful public outreach programs operate. The history, growth, and components of this state program are examined. In its evolution over the past 6 years, Archaeology Week has fostered the preservation of archaeological resources throughout Arizona and has sought to bring archaeology to public attention. A black and white poster promoting Arizona Archaeology Week and several photographs are included. (DB)

ED 322 045 SO 030 034

NOTE- 32p.; For related document, see SO 030 091.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Educational Objectives; Grade 8; Junior High Schools; *Minimum Competency Testing; *Social Studies; State Programs; Teaching Guides; Test Format; Testing; *Testing Programs; Test Manuals
IDENTIFIERS- *Arkansas

Item specifications developed by the Arkansas Department of Education as part of the Minimum Performance Testing Program (MPT) appear in this document. Specifically, the social studies materials given to eighth-grade students on the MPT are reviewed. The purpose of an item specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Each item specification contains the following information: objective identification number, grade level, subject areas, goal identification, skill description, stimulus attributes (format, content, directions), response attributes (format, content, directions), and sample items. Item specifications are intended to guide teachers in the development of information evaluation instruments that determine whether or not students have mastered specific objectives. Teachers also may use the item specifications to familiarize students with what to expect on the MPT. School administrators may use the item specifications when they communicate to the public about the MPT. It is noted that none of these item specifications have appeared or will ever appear on the MPT. (DB)

ED 322 061 SO 030 093

Social Studies Grades 4-8: Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 90
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Elementary Education; Learning

concerned with the developmental needs of preadolescents. Additional sources refute the notion that the development of junior high schools warrants the term "movement" at all. Eliot's role as the founder of the junior high school movement has been inaccurately defined in educational literature, and while educational historians have found it convenient to label the establishment of junior high schools as a "movement," there is no evidence that educators deliberately and rationally sought pedagogical changes for the benefit of preadolescents. Twenty-four endnotes and a bibliography are included. (NL)

ED 322 077 SO 030 125

Sublett, Michael D.
Using a Model Essay as a Teaching Tool in Undergraduate Geography Courses.
PUB DATE- 89
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Hershey, PA, October 12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Essays; Geography Instruction; Higher Education; Instructional Materials; Teaching Guides; *Undergraduate Students; *Writing Assignments; *Writing Instruction; Writing Strategies

Teaching undergraduate students to write required essays for academic courses is the focus of this paper. In a preparatory lecture the instructor explains essay standards and provides instructions for writing essays. An model essay is presented to each class member to be used as a guide for class compositions. The appendix includes an essay of approximately 1,500 words that presents an opening paragraph followed by 16 example paragraphs explaining the heading of each in detail. Examples are: title, subheadings, paragraphs, initial paragraphs, middle paragraphs, final paragraphs, bibliographic information, and a bibliography. (NL)

Crawford, Michael E., Ed.; Card, Jaclyn A., Ed.
Annual in Therapeutic Recreation. Volume One, 1990.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-457-3
PUB DATE- 90
NOTE- 97p.
AVAILABLE FROM- Publications Sales, AAHPERD, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Battered Women; Behavior Patterns; Chronic Illness; Group Homes; Leisure Time; Mental Disorders; Older Adults; *Psychotherapy; *Rehabilitation; *Therapeutic Recreation

This publication contains the following articles: (1) "A Pilot Study of the Relationship between Co-Dependency and Recreation Using Women with Histories of Domestic Violence" (Pamela E. Foti and Lori S. Gelvin); (2) "Discretionary Time Use and the Chronically Mentally Ill" (Thomas K. Skalko); (3) "Therapeutic Recreation and Family Therapy: A Needs Analysis of Perceived Needs of Wives of Stroke Patients" (Roy H. Olsson, Jr., Sharon G. Rosenthal, Leonard O. Greninger, Martha J. Pituch and Eileen S. Metress); (4) "Identification of Competencies Needed in Gerontological Recreation Courses: An Application of the Delphi Technique" (Barbara A. Hawkins and David R. Austin); (5) "Baseline Gender Norms and Cohort Comparisons for Neulinger's 'What Am I Doing?' Instrument" (John T. Hultsman and David R. Black); (6) "Baseline Age Norms for Neulinger's 'What Am I Doing?' Instrument" (John T. Hultsman and David R. Black); (7) "Older Adults with Developmental Disabilities/Mental Retardation: A Research Agenda for An Emerging Sub-Population" (Ann M. Rancourt); (8) "An Emerging Challenge: Serving Older Adults with Mental Retardation" (Rosangela Boyd and Ann James); (9) "Leisure Interests and Perceptions of Group Home Residents" (Patricia Barrett Malik); (10) "The Relationship between Recreation Participation and Functional Skill Development in Young People with Mental Retardation" (Candace Ashton-Shaeffer and Douglas A. (Kleiber); and (11) "Automating a Community Resource Directory: An 'Information Age' Tool for Discharge Planning" (Daniel D. Ferguson and Linda Hutchinson-Troyer). (JD)

Education; *Program Development; Teacher Certification
This paper explains how the College of St. Thomas (CST) has created a new method of extending successful on-campus degree and teacher certificate programs to new sites more accessible to prospective students. The CST graduate degree model, begun in the 1970s and continued into the present, emphasizes learners working together in a cohort in a common sequence of courses. In the cohort model, CST is able to identify student needs in terms of course selection and focus for professional development. The administrators and faculty of CST are able to talk about the needs they can meet through established degree, certificate, or licensure programs. Because CST has a group of people committed for the duration of the program, it is possible to maintain a guaranteed cost of tuition and other fees. The program is designed so that students can maintain their current employment except during their term of student teaching and preclinical experiences. The CST model has been successfully implemented in California, Tennessee, and Virginia, as well as in its home state of Minnesota. (JD)

ED 322 109 SP 032 463

Abel, Frederick J.; Pool, Kenneth W.
A Study Comparing Academic Achievement between Teacher Certification and Non-teacher Certification Students at Berry College.
PUB DATE- May 90
NOTE- 14p.; Paper presented at the Spring Meeting of the Georgia Association of Colleges for Teacher Education (Macon, GA, May 28-29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Grade Point Average; Higher Education; Scores; *Standardized Tests; *Teacher Education Programs
This study was conducted to determine the accuracy of the commonly cited claims that teacher certification graduates are inferior to noncertification graduates in terms of entrance and exit criteria. Popular literature and conventional wisdom have apparently influenced state legislatures to enact legislation which places limits on the professional component of teacher education programs. Scholastic Aptitude Test scores, Grade Point Average (GPA) in the general education core, and overall GPA were obtained for all

ED 322 124 SP 032 515

Pugach, Marleen C.
Self-Study: The Genesis of Reflection in Novice Teachers?
PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Critical Thinking; Higher Education; *Metacognition; Preservice Teacher Education; *Problem Solving; *Self Evaluation (Individuals); *Student Teachers; Teacher Behavior; Teacher Response; Teacher Student Relationship
IDENTIFIERS- *Reflective Teaching

The purpose of this study was to explore the potential of a self-study project which required explicit self-monitoring as a tool for initiating reflection in a group of novice teachers during their student teaching experience. The study was structured to encourage student teachers to bring to a conscious level of awareness a problem within their own teaching practice to enable the ongoing monitoring of changes in teaching performance and the effects of the changes on students. A premise of this work was that it is essential for student teachers to be placed in a position of having to reflect on problems of practice which are of current concern to them. An important aspect of this exploratory study was the opportunity to examine the range of problems that student teachers would consider problematic. The student teachers were directed to identify a problem in their own practice, develop a means of addressing it, work on the problem until change was evident and consistent, and monitor progress explicitly. The paper presents the results of 18 self-study projects conducted by elementary education teachers. The work reported indicates that self-study may hold promise as a useful means of sensitizing novice teachers to self-monitoring as a critical feature of reflective teaching. (JD)

subject. And the fourth category indicated that the teacher had neither majored in the subject nor was certified to teach it. Resulting data from the survey are displayed on seven tables, a narrative analysis of the results is presented, and several questions for further research are suggested. (JD)

ED 322 139 SP 032 543

Phillips, Kenneth H.; Vispoel, Walter P.

The Effects of Class Voice and Breath Management Instruction on Vocal Knowledge, Attitudes, and Vocal Performance among Elementary Education Majors.

PUB DATE- Mar 90

NOTE- 37p.; Paper presented at the Biannual Meeting of the Music Educators National Conference (Washington, DC, March, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Education; Elementary School Teachers; *Music Education; *Music Techniques; Preservice Teacher Education; Singing; *Teaching Methods; *Vocal Music

Forty-three elementary education majors in three classes took part in this study of the effectiveness of class voice instruction for elementary school children on vocal knowledge, attitudes, and vocal performance of the study participants. Two classes were assigned to one of the treatment conditions (vocal instruction with breath emphasis and vocal instruction without breath emphasis), and one class served as a control group. All groups met twice weekly over a 10-week period for the same instruction as prescribed by the course syllabus. However, both vocal instruction classes began with a 10-minute voice lesson. The major difference in the vocal instruction for these two groups was in the amount of emphasis given to proper breathing techniques. The results suggest that vocal instruction for elementary classroom teachers is beneficial for improving vocal knowledge and some elements of attitude and vocal performance. However, the effects of breath instruction on changes in breathing mode, while increasing depth of breathing, may take longer than anticipated in producing significant results, especially among untrained singers. The use of instrumentation for recording breathing patterns was found to be an objective and highly reliable procedure for the study of breathing and its

5 contains exapmles of instruments that could be used for data collection and/or in conducting evaluations. Part 6 summarizes some of the evaluation models that are frequently used in educational settings. An appendix provides lists of terms, materials, resources, a 16-item bibliography, and various evaluation instruments. (RLC)

ED 322 153 TM 015 128

Pirot, Alison
Report on the Implementation of School-Based Program Evaluation Manual at Pilot Sites. SIDRU Research Report No. 11.
Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- ISBN-0-7731-0149-7
PUB DATE- Jun 88
NOTE- 90p.
AVAILABLE FROM- Saskatchewan Instructional Development and Research Unit, University of Regina, Saskatchewan, Canada SAS 0A2.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Guides; *Inservice Education; Pilot Projects; *Program Evaluation; Program Implementation; Questionnaires; *School Effectiveness
IDENTIFIERS- Saskatchewan; *School Based Program Evaluation Manual

An evaluation was conducted to provide Saskatchewan Education with information about the effectiveness of: (1) a program evaluation package for use at the school level consisting of the "School-Based Program Evaluation Manual" (Burgess, 1987) and its related workshop; and (2) a pilot-site model for the implementation of the evaluation package. The manual and inservice package were presented for the first time at workshop sessions held in October 1987 and attended by pilot teams of at least two members from each of nine school divisions and regional curriculum coordinators in Saskatchewan. Process and product evaluation from December 1987 onward considered the use of the manual and its effectiveness, the effectiveness of the inservice program, and the implementation and facilitation of the evaluation program. Data were collected via telephone interviews, on-site interviews, and an eight-page

grouping variables defining school poverty, school size, community type, and ethnicity. The results show a fairly consistent pattern of relationships among policy changes and school climate both in terms of both how schools ranked on the various grouping dimensions and the results of analysis of variance and chi-square statistical tests. In terms of policy change, reported changes occurred more frequently in large, urban disadvantaged schools with predominantly non-white populations. Similarly, the reporting of school-related problems (such as absenteeism and tardiness) comprising the school climate score tended to be more prevalent in bigger city schools containing large minority and less advantaged populations. The results suggest that reform is occurring in those schools where it is needed most. Four data tables are included. (Author/TJH)

ED 322 166 TM 015 282

Bernstein, Lawrence
Developing an Adequately Specified Model of State Level Student Achievement with Multilevel Data.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Policy; Elementary Education; *Elementary School Students; Grade 3; Grade 5; Mathematical Models; Mathematics Achievement; *Predictive Measurement; Reading Achievement; Regression (Statistics); *School Districts; School Effectiveness; *State Programs; Testing Programs
IDENTIFIERS- *Hierarchical Linear Modeling; *Multilevel Analysis; Parametric Analysis; Pennsylvania; Tests of Essential Learning Skills

Limitations of using linear, unilevel regression procedures in modeling student achievement are discussed. This study is a part of a broader study that is developing an empirically-based predictive model of variables associated with academic achievement from a multilevel perspective and examining the differences by which parameters are estimated in a multilevel analysis using regression-based hierarchical linear modeling. An introduction to hierarchical linear modeling is provided. The data for this study comprises the cohort of Pennsylvania elementary school students who

greater individual differences, is more reliable, has greater construct validity, is less "g" loaded, and is probably a purer measure of CPS. This paper calls for the resurrection of the cognitive components paradigm, which combines the knowledge and techniques of psychometric, experimental, and cognitive psychology into a mutually beneficial framework for the test design/development. A 38-item list of references, five data tables, and four figures are included. (RLC)

ED 322 179 TM 015 327

Olivarez, Arturo, Jr.; And Others

Application of Categorization Methodology in Various Testing Situations.

PUB DATE- Apr 90

NOTE- 77p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; *Cognitive Tests; Education Majors; Higher Education; *Mathematical Models; *Test Interpretation; Test Reliability; *Undergraduate Students

IDENTIFIERS- *Categorical Data; F Sort Categorization; Latent Partition Analysis

The purposes of the present investigation were to illustrate the applicability of categorization methodology for several empirical situations and to draw implications regarding the use of such methodology in examining categorical data. In using three tasks--two designed to measure cognitive dimensions (e.g., categorizing countries and categorizing action verbs) and one developed to tap personality differences (e.g., traits associated with assertiveness)--the study sought to understand how individuals group and structure stimuli. Specifically, the F-sort categorization technique and latent partition analysis (LPA) were used to evaluate the data collected. Fifty undergraduate preservice teachers performed the first two sorting tasks, and 45 education students performed the personality task. The first task consisted of sorting a random sample of 30 nations, the second sorting task consisted of a set of statements/items from a self-reporting questionnaire designed to measure the attributes needed to achieve not statistically significant. Creation of a simulated data set also showed larger validity coefficients when RR was corrected; however, the margin of difference was not statistically significant. Two situations were identified where correction for range may be desirable: (1) in cases that are highly homogeneous, and (2) for predictor weights that are highly homogeneous. Six data tables are included. (RLC)

ED 322 192 TM 015 375

Brown, William L.; Stemmer, Paul M., Jr.
Michigan's Strategy for Assessing Employability Skills.
Michigan State Dept. of Education, Lansing.
PUB DATE- 11 Jun 90
NOTE- 43p.; Paper presented at the Annual Meeting of the Education Commission of the States and Colorado Department of Education (Boulder, CO, October 10-13, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Employer Attitudes; Employers; *Employment Qualifications; *Mail Surveys; *Personnel Evaluation; *Questionnaires; Rating Scales; *State Programs; State Standards; Teamwork; *Test Construction; Testing Programs
IDENTIFIERS- Academic Skills; Management Skills; *Michigan Employability Skills Survey

This paper describes Michigan's strategy for defining and assessing employability skills. A statewide task force, appointed by the Governor, defined an initial list of academic, personal management, and teamwork skills. The skills from this list were more specifically defined for a questionnaire that was mailed to a random sample of over 7,500 Michigan employers. The Michigan Employability Skills Survey (1989) lists 86 specific skills and behaviors. Respondents were asked to rate each skill on a Likert Scale with four options (critical, highly needed, somewhat needed, and not needed) when answering the following statement: "In my business, I need employees who can...". About 37% (2,752) of the sample returned the surveys. Results show that the skills contained in the task force profile were widely viewed as essential for all persons entering the work force. Personal management and teamwork skills were rated more important than were academic skills.

focused on educational excellence, student access and success, human resources, finance, and system development. In round one, respondents were also asked to comment and suggest additional issues and solution. In round two, respondents were provided with information on the groups' rankings from round one and were asked to comment if their rankings differed. Of 408 individuals surveyed in round one, 163 (40%) responded. In round two, a total of 135 (31%) responded to a slightly larger mailing. There was substantial agreement among all groups surveyed on the need to address the issues of inadequate funding, obsolete facilities and equipment, replacement of retiring faculty, and the future enrollment of more students who will desire occupational retraining and ESL and who will be single parents. Appendixes provide a detail of responses to the Delphi questionnaires and sample questionnaires for both rounds of the process. (JMC)

ED 321 813 JC 900 407

Looking Ahead: Data for Planning. California Community Colleges, 1987-88. Report No. 877.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Community Colleges; Economic Factors; *Educational Finance; Educational Legislation; *Educational Trends; Enrollment Projections; Enrollment Trends; *Futures (of Society); Labor Market; *Population Trends; Public Policy; Social Change; State Boards of Education; *Statewide Planning; Student Characteristics; Technological Advancement; Trend Analysis; Two Year Colleges; Vocational Education
IDENTIFIERS- *California

Prepared to help community college planners and policy makers identify likely future conditions and draw implications from that information, this report focuses on those statewide trends and policy directions considered important to the development of educational programs and services. Specific areas covered in the report are: (1) demographics, including data on population growth, age, ethnicity, educational level, disability, and income level;

control, inspection vs. process improvement, continuity, training, and leadership. The second presentation was "Outcomes Assessment in Action: The Northeast Missouri State University Experience," by Terry B. Smith, which covered the creation of an assessment program; value-added assessment; stages of the assessment experience (i.e., readiness, implementation, acceptance, and commitment); and eight ingredients for success (i.e., large-scale student assessment, multiple measures, faculty ownership, student acceptance, assessment at all appropriate levels, usable and understandable data, flexibility, and the use of data to improve not punish). The final presentation was "Student Assessment Practices in the Community College: Current State, Desired State, Getting There From Here," by Kay McClenney. McClenney provided a brief overview of the current status of assessment in community colleges, propositions regarding desired future characteristics and directions for assessment programs, and key considerations in the development and implementation of assessment programs on local campuses. Lists of participants and their institutions, and of discussion group members are appended. (JMC)

ED 321 826 JC 900 424

Newmyer, Joseph
Proposed Budget Change Proposals (BCP's) for the 1991-92 Fiscal Year.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 90
NOTE- 76p.; Discussed as Agenda Itam 8 at a Meeting of the Board of Governors of California Community Colleges (Sacramento, CA, September 13-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Budgets; *Community Colleges; Cost Estimates; Educational Finance; Educational Planning; *Financial Support; *Program Costs; Resource Allocation; *State Aid; *State Boards of Education; State School District Relationship; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

This report is designed to serve as the basis for the Board of Governors of the California Community Colleges' proposed budget to be submitted to the state Department of Finance. It makes recommendations for Budget Change Proposals (BCP's) for the 1991-92 fiscal year. The BCP's are organized into five broad categories,

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Child Health; *Health Education; *Health Programs; *Infants; *Intervention; *Mothers; *Outreach Programs; Poverty Areas; Rural Areas
IDENTIFIERS- Appalachia; *Maternal Infant Health Outreach Worker Program TN; Tennessee

This report describes the Maternal Infant Health Outreach Worker (MIHOW) program which operates in Appalachia and rural Western Tennessee. The program, which constitutes a partnership between community organizations and the Vanderbilt University Center for Health Services, trains local women to use home visitations to educate and support other women in matters related to prenatal care and infant development. An evaluation of the impact of the MIHOW project on prenatal health behavior, infant feeding, and quality of home environment compared client information to information on a comparison group and made use of interviews with clients in their homes. The evaluation showed mixed results concerning prenatal care and pregnancy outcomes, but unequivocal success in the postnatal phase. Monthly home visits made a difference in prenatal self-care and may have had an impact on prenatal care use, but had no apparent effect on the birthweights of infants. The results showed that a family support intervention using paraprofessional home visitors can improve the quality of the home environment of rural low-income children. (RJC)

ED 321 839 PS 018 602

Washington's Can Do Kids.
Washington State Office of Community Development, Olympia.
SPONS. AGENCY- Washington State Legislature, Olympia.
PUB DATE- 31 Jul 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; *At Risk Persons; Child Health; *Disadvantaged Youth; *Early Childhood Education; Economically Disadvantaged; Intervention; Language Acquisition; Low Income Groups; Parenting Skills; Parent Participation; Prevention; Program Descriptions; *Program Development; School Readiness; *Social Services; *State Programs
IDENTIFIERS- Developmentally Appropriate Programs; *Washington

surrounding the preparation of personnel who work with infants, toddlers, and their families. Also provided are a common language with which to communicate across disciplines and recommendations for collaborative action to improve training for all infant/family practitioners. Section I reviews some of the difficult training issues confronting professionals and their organizations, such as role clarification, respect, and relationships. Section II describes the variety of settings and service programs that employ infant/family personnel in myriad roles, differentiating domains of professional concern in fostering infant/toddler development. Section III examines efforts to define "competence" for practitioners working with infants, toddlers, and their families. Section IV outlines in seven areas a set of key concepts which underlie all sound practice with children and families in the first 3 years of life. Section V looks at four elements of training that seem to foster competence and describes their use in preservice, inservice, and professional development activities. Section VI suggests priorities for collaborative action among parents, policymakers, educators, and professionals to improve training of infant/family practitioners. Appendix A provides examples of promising training approaches; appendix B lists sources of additional information. (RH)

ED 321 853 PS 018 912

Fenichel, Emily Schrag; Eggbeer, Linda
Preparing Practitioners To Work with Infants, Toddlers and Their Families: Issues and Recommendations for Policymakers.
National Center for Clinical Infant Programs, Washington, DC.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 90
NOTE- 31p.; A product of the Training Approaches for Skills and Knowledge (TASK) Project. For related documents, see PS 018 911-914.
AVAILABLE FROM- National Center for Clinical Infant Programs, 2000 Fourteenth Street, North, Suite 380, Arlington, VA 22201-2500 ($5.00 per copy; set of four documents, $18.00. Add $2.50 shipping and handling for 1-2 copies; add $3.50 for 3-6 copies. 10% discount on orders of 7 or more copies.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

A national survey assessed principals' attitudes, beliefs, and practices concerning child abuse and its prevention. Of particular interest were principals': (1) attitudes concerning the amount and quality of child abuse education in schools; (2) responses to suspected cases of child abuse and neglect; (3) perceptions of possible barriers to reporting; (4) perception of the importance of school-based preventive services; (5) beliefs about abolishing corporal punishment in schools. Participants were the largest and smallest districts, both urban and rural, in 29 counties. Counties were 13 percent northeastern, 12 percent midwestern, 37 percent southern, and 38 percent southwestern. A total of 152 elementary school and 34 high school principals returned questionnaires. Findings indicated that: (1) principals were satisfied with the information and education on child abuse they provide to school staff and by the education provided by their districts; (2) the vast majority of schools have written policies regarding the identification and reporting of child abuse and neglect, and principals and teachers who actively report cases; (3) schools do a laudable job of linking at-risk clients and school and community services; and (4) schools provide prevention services that are integrated into educational curricula. Findings suggest discrepancies between awareness levels of principals and teachers. (RH)

ED 321 867 PS 018 928

Hughes, Teresa; Helling, Mary Kay
A Case for Obtaining Informed Consent from Young Children.
PUB DATE- Mar 90
NOTE- 17p.; Paper presented at the Annual Conference of the Midwestern Association for the Education of Young Children (Kansas City, MO, March 29-April 1, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Rights; *Ethics; Guidelines; *Researchers; *Young Children
IDENTIFIERS- *Informed Consent

A discussion of informed consent in research on children focuses on the history of informed consent and problems of obtaining informed consent from young children. It is argued that, in the past, achieved a moderately strong self-concept. Included in the report is a teachers' handbook for help in increasing verbal participation and strengthening self-concept through teaching across the curriculum. The handbook addresses the problem of low verbal participation and its relationship to self-concept, guides identification efforts, and offers learning activities and measures for gathering student performance data. Bibliographic citations, some of which are annotated, are followed by appendices containing instruments, student data, an analysis of progress, student worksheets, and a teacher handbook. (RH)

ED 321 881 PS 018 945

Llovet, Maria
Developing Problem Solving Skills in Kindergarten through Selected Strategies.
PUB DATE- Jul 90
NOTE- 72p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Kindergarten Children; *Mathematics Skills; Primary Education; *Problem Solving; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; *Student Improvement; *Test Coaching; *Test Wiseness

Over a 10-week period, an elementary school teacher designed and implemented a practicum study intended to help a target group of 24 kindergartners develop crucial mathematical problem-solving skills and to prepare them for taking the Stanford Achievement Test. The objective was addressed through implementation of direct instruction, modeling, role playing, manipulatives, and cooperative grouping strategies. It was expected that students would acquire the ability to listen and respond to simple oral directions and oral mathematical story problems, complete simple patterns, write addition and subtraction number sentences for story problems, and interpret and solve simple addition and subtraction application problems. A mastery criterion of 80 percent was set for each objective. Practicum evaluation data indicated that the criterion was not met on any of the objectives. It was concluded that students demonstrated positive attitudes toward mathematics application activities at the end of the study. Appendices provide sample surveys, an analysis of student progress, pre- and post-test

DESCRIPTORS- Background; Check Lists; *Coordination; *Educational Planning; Elementary Secondary Education; *Family School Relationship; Guidelines; Home Visits; *Parent Participation; Parent Role; Program Development; Rating Scales; *School Community Relationship

IDENTIFIERS- *Program Characteristics

The aim of this handbook is to help school improvement groups, parent advisory committees, administrators, and teachers plan for parent participation in their schools. The handbook contains information on the reasons for parent involvement and ideas and strategies various communities have used. Section I provides background information on parent participation. Section II presents ideas for parental involvement. Section III outlines the ways to develop a plan for parent involvement. Attachments include a checklist for parental involvement, a parent survey, a survey instrument for rating schools, a teacher survey, a parent interest survey, a home-school relations planner, a list of 10 ways to make a school "parent proof," references, and a bibliography. (RH)

ED 321 898 PS 018 969

Learning Activities Parents Can Do with Their Children.

Arizona State Dept. of Education, Phoenix.

PUB DATE- Sep 89

NOTE- 43p.; For related documents, see PS 018 966-968. Printed on pink paper.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; Guidelines; *High School Students; *Kindergarten Children; Language Arts; *Learning Activities; *Parent Role; School Readiness

Learning activities parents can do with their children are described. Descriptions of activities are organized according to three age ranges: kindergarten through 3rd grade, 4th through 6th grade, and 7th through 12th grade. Initial discussion concerns pointers for parents of kindergartners; 41 things schools expect children to do before they enter first grade; and ways for parents to help their children learn to read. The learning activities for children in kindergarten through 3rd grade can take place in the kitchen, while shopping or traveling, and during vacation trips.

environment, was rarely realized in practice. Incidents reflecting a non-nurturing environment were repeatedly observed. Play in the day care homes primarily amounted to allowing children to run around and do what they pleased under the provider's supervision. It is suggested that these discrepancies may be due to the differences in interpretations that providers and researchers place on various words, phrases, and behaviors. Discrepancies may also be due to aspects of group composition, such as group size, consistency of the group, and relationship of children to provider. Recommendations for training and research are offered, and implications for children's development and family day care licensing are discussed. (RH)

ED 321 913 PS 019 067

Brown, Patricia Clark
Kindergarten Curriculum Materials.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 12 Sep 88
NOTE- 13p.
CONTRACT- RI88062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Community Programs; County Programs; *Elementary School Curriculum; Guidelines; *Kindergarten; Primary Education; State Programs

This annotated bibliography provides 28 citations of kindergarten curriculum materials produced since 1983 by states, regions, counties, municipalities, districts, and associations. Materials focus on a range of topics, such as appropriate practices, conceptual language development, implementation of all-day programs, integrated programs, a multi-sensory approach to letters and sounds, and science activities for kindergarten children. Most materials fall into the categories of guides to curriculum development, guides to program development and implementation, handbooks, resource books, and skill lists. Others provide position

ED 321 927   RC 017 628

Fitzgerald, Brian K.; Hopper, Patricia A.
A Review and Description of Services for Migrant Children.
Advanced Technology, Inc., Washington, DC.; Education Analysis Center for State and Local Grants (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Sep 85
NOTE- 177p.
CONTRACT- 300-82-0380
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Coordination; Data Collection; Eligibility; *Federal Programs; *Financial Support; Legal Aid; Migrant Education; *Migrant Programs; *Migrant Welfare Services; Needs Assessment; Outreach Programs; *Program Evaluation; Research Problems; Seasonal Employment; State Federal Aid
IDENTIFIERS- Client Identification; Migrant Tracking; Program Duplication

American migrant and seasonal agricultural workers are a population needing categorical assistance due to low income, difficult working and living conditions, and a mobile lifestyle. The purpose of this study was to identify, describe, and analyze federally funded migrant services. This study, based on interviews with program officials and available literature, offers information on the following subjects, relating to federal migrant programs: (1) definitions and eligibility; (2) geographical locations and seasonal variations; (3) migrant services provided, funding levels, and numbers served; (4) identification, recruiting, and tracking; (5) coordination and duplication of services; and (6) data, databases, and evaluation methods. The study identified 16 migrant or migrant-related programs, each designed to provide a specific set of services. These included educational, health, nutritional, legal, and social services. Most federal programs awarded grants to state and local service agencies. The Department of Education funded three educational and one vocational rehabilitation program. Problems occur because official definitions of migrants vary. Also, data concerning size, location, and seasonal mobility of the population are subject to inconsistencies. A great deal of

small and rural schools to rebut the county's argument that academic achievement will improve as a result of consolidation. The third section outlines conditions imposed on the school district by the state: (1) increased educational standards in response to the mandates of the Recht decision; (2) a state aid formula that increasingly reduces staff positions, but does not contain weighting factors that address ruralness or population sparsity; and (3) large amounts of incentive aid for new educational facilities to districts that enact higher educational standards and qualify under the staffing ratio. The effect of these conditions is to force consolidation as a local choice where, in fact, no choice exists. The fourth section discusses the right of children to a quality education and the responsibility of the state to deliver educational services to children without worsening their present condition. This report concludes that the opponents to the school closings are appropriately seeking to dissuade school authorities from proceeding with consolidation, and recommends legislative, legal, and educational options. (SV)

ED 321 939 RC 017 647

Schmuck, Patricia A.; Schmuck, Richard A.
Principals of Small-Town Elementary Schools: Coping with Student Motivation, Teacher Improvement, and Staff Involvement.
PUB DATE- 17 Jan 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary Schools; Inservice Teacher Education; Leadership Qualities; Leadership Styles; *Participative Decision Making; *Principals; Rural Schools; School Administration; *Small Schools; Student Motivation; *Teacher Administrator Relationship; Teacher Improvement; *Teacher Participation
IDENTIFIERS- Democratic Communication; Small Towns

This paper describes a study that consisted of interviews with 38 elementary school principals in 21 Western and Midwestern states. The sample was made up of 27 men and 11 women with an age range of 35 to 64, all of whom worked in small-town schools. The paper describes the various challenges faced by these principals, including academic deficits, children's emotional needs, public

migrant students in a sample of northern California schools. The project had two primary components: (1) the collection and analysis of information about migrant students, their family and school situations, and their schools' migrant education programs in order to identify the primary factors contributing to high dropout rates; and (2) the examination of the identified factors in order to suggest strategies to ameliorate the problems faced by migrant students. A causal model of the dropout process that identified the interrelationships existing among the characteristics of dropouts was developed. The underlying assumption of this model is that student performance on measures such as test scores, grade point average, absence rate, and discipline problems is strongly related to whether or not a student will drop out of school. The findings of the project strongly suggest that the number of migrant students graduating from high school is positively associated with the following factors: student participation in extracurricular activities; affective student measures (such as positive student attitudes toward education and locus of control); bilingual instruction; Hispanic staff; and parental support for education and home-school relations. The educational prospects for migrant students could be improved by undertaking such strategies as increasing parental involvement, improving staff training, setting up a student monitoring system, providing counseling, tutoring, and homework assistance, and encouraging extracurricular activities. Appendices include copies of the student data sheets, the school climate survey, and the elementary school survey. This report includes 16 references. (ALL)

ED 321 952 RC 017 679

Kleinfeld, Judith; Nelson, Patricia
Adapting Instruction to Native Americans' "Learning Styles": An Iconoclastic View.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Achievement Gains; *American Indian Education; *Cognitive Style; Cross Cultural Studies; Cultural Differences; *Educational Research; Elementary Secondary Education; *Instructional Development; Theory Practice Relationship; *Visual Learning

bilingual students, specifically Spanish-American children. First, it articulates the ongoing debate about which language to use for instruction. Second, it examines myths about the negative effects of bilingualism. And finally, it presents supporting evidence and suggestions for creating a responsive educational environment for bilingual Mexican-American students. The bilingualism debate pits those who believe that two-language instruction helps develop general language and thinking skills against those who believe early and intensive English instruction is the most effective and appropriate way for learning in an English-dominant environment. Early research identified bilingualism as a handicap, finding that bilingualism caused language confusion among children. More recent studies show that young children who live in nurturing bilingual environments do not develop linguistic handicaps and even demonstrate cognitive advantages over monolinguistic children. Current studies support the idea that bilingual language instruction should match the natural social context of the student, showing that the better a child masters language in general, the better that child performs academics in English. The digest concludes with five recommendations for teachers who wish to give rewarding instruction to bilingual and Spanish monolingual students. This digest includes 10 references. (TES)

ED 321 964 RC 017 841

Lutz, Frank
Trends and Options in the Reorganization or Closure of Small or Rural Schools and Districts. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-90-11
PUB DATE- Sep 90
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

ED 321 976 SE 051 461

Howe, Robert W.; Disinger, John F.
Resources for Educational Materials Related to Environmental Education, K-12. ERIC/SMEAC Environmental Education Digest No. 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-24
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Audiovisual Aids; Computer Software; Educational Trends; Elementary Secondary Education; *Environmental Education; Information Sources; *Instructional Materials; *Resource Materials; Science Education
IDENTIFIERS- ERIC Digests

This digest identifies selected sources of materials for environmental education. Included are: the Educational Resources Information Center; the United States Environmental Protection Agency; the Public Broadcasting System; the National Wildlife Federation; and the National Science Teachers Association. References and reviews of print, audiovisual, and computer software materials; Eco-NET; sources of technical information on the environment; local and state sources; and professional associations are discussed. Ten sources of environmental education information and six references are listed. (CW)

ED 321 977 SE 051 462

Molleson, Ann L.; Gallagher-Allred, Charlette R.
Dietary Management in Hypertension. Nutrition in Primary Care Series, Number 11.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 39p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Dietetics; Disease Control; Health Education; Hypertension; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; Special Health Problems; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge to health care providers, and in particular primary care physicians. This module is designed to help physicians to be knowledgeable regarding dietary treatment for hypertension and to be able to counsel patients to adhere to a low sodium diet and dietary modifications of potassium if necessary. Also covered is nutritional assessment for the hypertensive patient. Included are learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices include a daily food guide, body weight guidelines, a nomogram for estimating caloric needs, conversion factors, content of selected food in food groups, sodium content of antacids, lists of high-sodium foods and low-sodium herbs, and seasonings. (CW)

ED 321 990 SE 051 498

examination findings, laboratory test interpretations, plasma and urine nutrient levels, healthy foods, and a food composition table for dietary analysis. (CW)

ED 322 002 SE 051 510

Latanick, Maureen Rogan
Behavioral and Neurological Disorders. Nutrition in Health Promotion Series, Number 24.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 62p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Behavior Disorders; Biochemistry; *Dietetics; Disease Control; Health Education; Higher Education; Independent Study; *Medical Education; Medicine; Nutrition; *Nutrition Instruction; Preventive Medicine; Science Education; *Special Health Problems; Teaching Methods; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. The purpose of this module is to instruct the primary care physician in the determination of the role nutrition plays in the etiology and treatment of behavioral and neurological disorders. Diet and the nutritional status of the individual are related to behavior during various stages of the life cycle and under a variety of conditions. Included are learning goals and objectives, a self-check of

Area" (K. O'Meara); (9) "Choice of School, Competition, Resource Allocation and Curriculum Change: A Case Study" (M. Hanley); (10) "Identity: A Covert Pedagogy in Northern Irish Schools" (D. Murray); (11) "Microteaching, Classroom Interaction Analysis and Teacher Self-Evaluation: Developments in the Higher Diploma in Education Course at Maynooth" (M. Chathain); (12) "Models of Teaching: Toward the Construction of a Meta-Model" (F. Flanagan); (13) "The Provision of Technical Education in the City of Cork, 1850-1920" (K. Byrne); (14) "The Trim Model Schools" (L. Walsh); and (15) "Archbishop Walsh and St. Mary's University College, 1893-1908" (F. O'Driscoll). (JHP)

ED 322 015 SO 020 302

McKernan, Jim, Ed.
Irish Educational Studies, Vol. 8, Nos. 1 and 2, 1989.
Educational Studies Association of Ireland, Dublin.
PUB DATE- 89
NOTE- 503p.; For volume 8, no. 2, see SO 020 303. For earlier issues, see ED 260 961-962, ED 248 187-188, ED 235 105, ED 292 696, and ED 292 747.
AVAILABLE FROM- Business Editor, Education Department, University College Dublin, Belfield, Ireland ($25.00).
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Aesthetic Education; Art Education; Disabilities; Discipline; Educational Finance; *Educational History; *Educational Methods; *Educational Practices; Elementary Secondary Education; Foreign Countries; Interfaith Relations; Mainstreaming; Nationalism; Philosophy; Postsecondary Education; Religious Education
IDENTIFIERS- *Ireland; *Northern Ireland; USSR

The 14 papers that make up the first of two documents, focus on a variety of topics. John Marshall's presidential address describes how educational psychological research can contribute to strategies of discipline in the classroom. John Logan reports on a study to determine pupils' participation in schooling in Ireland during the last century. Sean Griffin provides a vivid case study of the Glasnevin Village Industrial Model School 1847-1877. Sean Farren illuminates Catholic-Nationalist attitudes to education in Northern Ireland against the background of the establishment of the new and presents an overview of various approaches to teaching about the non-Western world. Examples of non-Western studies programs are provided, as well as a list of the major resources available for non-Western studies and a review of some of the major curriculum projects available in non-Western studies. Methods suggested for teaching non-Western studies include the use of: (1) content analysis; (2) critical incidents; (3) case studies; (4) situational exercises; (5) role plays; (5) simulations and games; (6) mixed culture groups; (7) cultural assimilators; (8) small group discussions; and (9) field experiences. (NL)

ED 322 030 SO 020 995

Chorlton, Tom; And Others
AAG Annual Meeting: Programs and Abstracts. Proceedings of the Association of American Geographers Conference (Toronto, Ontario, Canada, April 19-22, 1990).
Association of American Geographers, Washington, D.C.
PUB DATE- 90
NOTE- 382p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Geography; Higher Education; Social Science Research; Social Scientists; Social Studies

This document includes six sections. Section 1 lists special events and services. Section 2 outlines sessions and meetings. Section 3 includes a list of field trips, workshops, and special events. Section 4 lists various indexes: an index of sponsoring organizations, a subject index, and a participants index. Numbers assigned to each item in an index refer to session numbers. Section 5 lists exhibitors and advertisers. The majority of the document is found in section 6: abstracts of papers and posters, organized in alphabetical order by the first or presenting author. Advertisements for books, publishers, and various services of interest to geographers appear throughout the document. (DB)

Buzash, Michael D.
The Cabaret in Paris Life "Fin-de-Siecle."
PUB DATE- 88
NOTE- 11p.; Paper presented at the European Studies Conference (Omaha, NE, October 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artists; Cultural Traits; Culture; *European History; Foreign Countries; *Foreign Culture; Music; Musicians; Social History; Songs
IDENTIFIERS- 1880s; *Cabarets; *France (Paris); French Culture; Leisure Activities

College-level history courses can be improved by including instruction about social history, particularly the leisure time activities of the dominant cultural group. Paris of the late 19th century had the well-deserved reputation of being the pleasure capital of Europe. This reputation developed in spite of the disparity that existed between the wealth and high cultural achievements on one hand, and urban squalor and poverty on the other. This environment gave life to new night clubs and sophisticated cabarets which sprang up in Paris in the 1880s. This paper describes the cabaret life of Paris of that period, and pays particular attention to the "Chat Noir," the first cabaret to inspire the cabaret fanaticism that swept across Europe at this time. (DB)

ED 322 046 SO 030 035

Harris, Ian M.
Peace Studies in the United States at the University and College Level.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Trends; Graduate Study; *Higher Education; Human Relations; Majors (Students); *Peace; Social Change; Social Problems; Undergraduate Study; Violence; War
IDENTIFIERS- Peace Education; *Peace Studies

Strategies; *Skill Development; *Social Studies; State Curriculum Guides; Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Arkansas

This course content guide identifies the objectives that form the basis for social studies in grades four through eight in Arkansas schools. Classroom teachers, curriculum specialists, administrators, professors, and the Department of Education personnel participated in the guide's development. The information for each grade is presented into three columns. The first column lists basic skills, the second developmental skills, and the third suggests teaching strategies. It is stated that although all of the skills should be taught, the basic skills are those on which the Minimum Performance Test (MPT) items are based. The strategies are offered as recommendations and may be used in any way a teacher or staff deems relevant. An outline of the scope and sequence of the social studies recommended for grades K-8 is included. (DB)

ED 322 062 SO 030 094

A Handbook for Teachers of Arkansas Studies.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 87
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; Information Sources; Instructional Materials; State Curriculum Guides; *State History; Teaching Guides
IDENTIFIERS- *Arkansas; Arkansas State Department of Education

This handbook of educational resources was compiled by educators for classroom teachers of Arkansas studies. There are 17 sections in the handbook: (1) books about Arkansas; (2) sources of instructional materials; (3) sources of audiovisual materials; (4) periodicals/newspapers; (5) state agencies; (6) state parks; (7) national historic sites/parks; (8) museums; (9) historical and genealogical societies; (10) libraries and archives; (11) Arkansas educational cooperatives; (12) federal agencies; (13) local resources; (14) business associations; (15) competitions/awards; (16) colleges and universities; and (17) school districts. (DB)

ED 322 078 SO 030 126

Prentice, Murray; Fredrich, Barbara
Geographic Education in Mexican Schools.
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; Educational Opportunities; Educational Research; Educational Resources; Elementary Secondary Education; Equal Education; *Geography Instruction; *Program Evaluation; *Socioeconomic Influences
IDENTIFIERS- *Griffin Ford Model; *Mexico

Do Mexico's schools provide geographic learning opportunities to students and does equal opportunity to learn exist? The site for this study was Baja California's school district of Ensenada. Geographic education in urban primary and secondary schools was examined. School administrators and select teachers from 40 schools were asked about time allocated, content covered, student resources available, teacher resources available, teacher methodologies employed, and learning activities. Using the Griffin-Ford model of Latin American city structure to provide a socioeconomic framework for the school system, the results of the study showed that spending for learning materials was greater at those schools in high socioeconomic zones, and that learning opportunities were not provided uniformly in all zones. Teacher qualifications, class size, and facility size were not related to socioeconomic status. (NL)

ED 322 079 SO 030 127

Eisenberg, Bonnie; Ruthsdotter, Mary
Courageous Voices: A Curriculum Unit on Women and Language Arts.
National Women's History Project, Windsor, CA.
REPORT NO.- ISBN-0-938625-25-X
PUB DATE- 89
NOTE- 48p.
AVAILABLE FROM- National Women's History Project; 7738 Bell Road, Windsor, CA 95492.
LANGUAGE- English
Document Not Available from EDRS.

ED 322 093 SP 032 383

Dailey, Charles H.; Rankin, Kelly D.
Track Starter's Guide.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-432-8
PUB DATE- 90
NOTE- 59p.
AVAILABLE FROM- Publications Sales Office, AAHPERD, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletic Equipment; *Athletics; Guidelines; *Running; *Track and Field
IDENTIFIERS- *Sports Officials; *Starter Techniques (Athletics)

This guide was developed to serve both the novice and experienced starter in track and field events. Each year in the United States, runners encounter dozens of different starters' mannerisms as they travel to track meets in various towns and states. The goal of any competent and conscientious starter is to insure that all runners receive a fair and equal start for each race they run. There are four sections to this guide: (1) introduction; (2) history of starting; (3) techniques of starting; and (4) bibliography. Appendices contain checklists for field authorities, starter and recall starter's equipment, constructing starter holes, comparison of time and distance for meters and yards, and converting feet into meters. (JD)

ED 322 094 SP 032 384

Schultz, Bobbie
The High School Players Field Hockey Journal.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-480-8
PUB DATE- 90
NOTE- 124p.
AVAILABLE FROM- AAHPERD Publications Sales Office, 1900 Association Drive, Reston, VA 22091.

teacher certification students who matriculated at Berry College and completed a teacher education program. The teacher certification students were compared to a systematic sample of all other graduates for the time period 1985-1989. The review of literature and data obtained from this study do not support the assertion that teacher education graduates are inferior academically to their peers in other programs. Berry College teacher education graduates were equal to, or better than, nonteacher certification students in all areas. The conclusion was that legislative intrusion is unnecessary and counterproductive in most cases. (JD)

ED 322 110 SP 032 466

Lenskyj, Helen
Combatting Homophobia in Sport and Physical Education: Academic and Professional Responsibilities.
PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Meeting of the North American Society for the Sociology of Sport (Washington, DC, November, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Feminism; *Lesbianism; Organizations (Groups); *Political Issues; *Sexual Harassment; *Social Action; Social Bias; *Womens Athletics
IDENTIFIERS- Canada; *Homophobia

This paper presents a discussion of events within national sport organizations that have recently addressed the problem of homophobia in sports; in particular, the social, professional, and political harassment of lesbian women who are career athletes. A brief overview is given of the stance of feminists, both liberal humanist and radical, on the subject of the civil rights of lesbians in sports. The policy decisions and actions of four sport organizations on this topic are reviewed: (1) the Women's Sports Foundation; (2) the Canadian Association for the Advancement of Women and Sport (CAAWS); (3) the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); and (4) the Canadian Association for Health, Physical Education and Recreation (CAHPER). Particular focus is upon CAAWS, a feminist advocacy

ED 322 125 SP 032 516

Eichelberger, R. Tony; Bean, Rita
Academic and Professional Knowledge and Skills of Four-Year Undergraduate and Fifth-Year Teacher Certification Students.
PUB DATE- Feb 90
NOTE- 12p.; Paper presented at the Eastern Educational Research Association Conference (Clearwater, FL, February 14-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Majors; Excellence in Education; *Extended Teacher Education Programs; Higher Education; *Masters Degrees; Preservice Teacher Education; Program Development; *Program Length

The School of Education at the University of Pittsburgh is discontinuing its undergraduate program in 1990 and will prepare only postbaccalaureate students as teachers beginning in 1990-91. The Master of Arts in Teaching (MAT) program had been developed as a one-year program for liberal arts graduates who want to become teachers. In this context, two fundamental assumptions made by those proposing a fifth-year teacher certification program were investigated: (1) the assumption that undergraduates in Arts and Sciences bring more content area knowledge and expertise to teaching than undergraduate education majors; and (2) that one year of practical experience (such as an internship) will prepare students to become teachers as well as or better than four years of practical experience during the undergraduate years, which include one semester of student teaching. In this study, the relative academic skills of these two groups at the university were compared in reading, writing, math, general knowledge, and professional knowledge. The knowledge and skills of a sample of undergraduate elementary preservice teachers in teaching reading comprehension were also investigated. Results did not indicate meaningful differences in knowledge or ability between undergraduates and fifth year students; MAT students, however scored significantly higher than undergraduate students in professional knowledge. Although background experiences, educational experience, and field experiences of interns and student teachers differed, there appeared to be no great difference between the teaching knowledge possessed and applied by the student teachers and that of the interns. (JD)

effects on singing. Appendices provide tests of vocal knowledge and a measure for self-perception of singing abilities. (Author/JD)

ED 322 140 SP 032 544

Brooks, Paul
Teacher Leniency/Strictness and Students' Grades.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; *Discipline; *Grades (Scholastic); High Schools; *Student Evaluation of Teacher Performance; *Teacher Characteristics; Teacher Response; *Teacher Student Relationship

This study examined the difference between the grades of students with lenient teachers and the grades of students with strict teachers. The sample included 9th- through 12th-grade students who attended a rural southwest Florida high school during the fall semester of the 1989-90 school year. Subjects completed an opinionnaire three times, once for each of three of their teachers (2,038 opinionnaires were sent to the school and 1,197 usable responses were returned). The student's letter grade and number grade were placed on the opinionnaires by a selected teacher. Each opinionnaire was evaluated to obtain a teacher's overall leniency/strictness score. The results indicate that there is a significant difference between the grades of students with lenient teachers and the grades of students with strict teachers, with students who scored their teachers as being strict receiving higher grades. Copies of the opinionnaire forms are appended. (Author/JD)

ED 322 141 SP 032 545

Smith, Timothy H.
Ethical and Moral Dimensions of the Professionalization of Teachers: Lessons To Be Learned from Doctors and Lawyers.

questionnaire; analysis of pilot site descriptions, meeting summaries, context data sheets, itemized budget statements, and reports from project personnel were also used for information gathering purposes. Fifty-three questionnaires were mailed to pilot sites; 46% of official evalutation team members returned them. Both the manual and the program were found useful. Implementation was generally considered successful, although only three sites progressed as far as projected by early June. Eleven recommendations were made to improve the manual, the inservice program, and the implementation of the evaluation program. Three appendices contain supplemental information, including graphs and charts of the ratings and other information obtained; the format of the preliminary contact calls and copies of the study instruments; and an evaluation workshop agenda together with a time line for the project. (SLD)

ED 322 154 TM 015 129

Toews, William
A Comparison of Three K-12 Exiting Programs: ABE, Division IV and GED. SIDRU Research Report No. 8.
Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- ISBN-0-7731-0141-1
PUB DATE- Jun 88
NOTE- 203p.
AVAILABLE FROM- Saskatchewan Instructional Development and Research Unit, University of Regina, Saskatchewan, Canada SAS 0A2.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Communications; Comparative Analysis; Course Content; *Course Evaluation; *Curriculum Evaluation; Educational Research; Elementary Secondary Education; Equivalency Tests; Foreign Countries; *General Education; Graduation Requirements; *High School Equivalency Programs; Mathematics Curriculum; *Program Evaluation; Public School Adult Education; Science Curriculum; Social Studies
IDENTIFIERS- Division IV Program (Saskatchewan); *Exiting Programs; General Educational Development Tests

The level of equivalence was compared for three kindergarten through grade 12 exit programs: (1) the Adult Basic Education (ABE)

were enrolled in grade 3 in 1986 and grade 5 in 1988 and who participated in the statewide Tests of Essential Learning Skills program in reading and mathematics. Results indicate the importance of correctly partitioning variability among schools or school districts; this finding has clear implications for educational policy research. Analyses using district-level aggregate data can only explain a finite portion of the variation in achievement. Although the individual-level model explains variation in student-level achievement, it cannot model policy manipulable district-level factors without biasing other effects in the model. Multilevel analysis, on the other hand, offers a means of improving conventional regression analyses confounded by aggregation bias and model misspecification. Four data tables are included. (TJH)

ED 322 167 TM 015 284

Lopez, Kay A.
Testing Interaction Effects without Discarding Variance.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Aptitude Treatment Interaction; Comparative Analysis; Methods Research; *Multiple Regression Analysis

Analysis of variance (ANOVA) and multiple regression are two of the most commonly used methods of data analysis in behavioral science research. Although ANOVA was intended for use with experimental designs, educational researchers have used ANOVA extensively in aptitude-treatment interaction (ATI) research. This practice tends to make researchers prone to categorizing continuous variables. Categorizing variables in a non-experimental design using an ANOVA analysis produces in both investigators and their audience/clients the illusion that the investigator has experimental control over the independent variable. Multiple regression prevents the researcher from being lulled into this trap by allowing variables to retain their highest level of scale and requiring that the researcher examine data from several different perspectives. A hypothetical data set is presented to illustrate the superiority of personal success, and the last task consisted of a set of verbs. A deck of cards was constructed for each of the tasks: 100 decks for the 30-country sort, and 50 decks for sorting the 50 verbs and the 30 statements. The reliability indices provided insight as to how the stimuli, for each task, were clearly related to the corresponding latent partition. The use of theta reliability procedures in LPA appears to be justified given the nature of the tasks usually involved in this methodology. A 49-item list of references, 12 data tables, a list of stimuli description names for sorting tasks, instruction forms for the sorting tasks, and sample data sets for generating joint proportion matrices are provided. (RLC)

ED 322 180 TM 015 328

Campbell, Patricia B.
Using, Abusing, and Understanding Research: A Guide for Counselors.
Women's Educational Equity Act Program (ED), Washington, DC.
REPORT NO.- ISBN-0-930040-56-2
PUB DATE- 86
NOTE- 6p.; This brochure is one of a series written to acquaint people with bias in research. For related documents, see TM 015 304-308.
AVAILABLE FROM- Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Counselor Role; Data Interpretation; Educational Assessment; *Educational Research; Elementary Secondary Education; *Evaluation Utilization; Guidelines; *Racial Bias; Research Design; Research Methodology; Research Problems; School Counseling; *School Counselors; *Sex Bias

This brochure highlights the role of the school counselor in using educational research, and emphasizes the relationship between bias (racism and sexism) and past and present research. The tests counselors use, the ways test results are interpreted, and counseling techniques are all based on educational research. Counselors are cautioned to remember that: not all research is done well or accurately; societal attitudes about people of color and women influence research and research results; and news reports and research abstracts do not include enough information to enable one

However, when asked to consider skills needed to adapt to changes in the future, respondents rated academic skills as more critical than the other skills. Implications of the study for assessment are considered, and the Michigan Opportunity Card is proposed. Seven data tables, 12 figures, and the Michigan Employability Skills Survey (1989) are included. (RLC)

ED 322 193 TM 015 377

Lewy, Josef
Stages in the Reform of the Matriculation Examinations in Israel.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission (School); College Admission; College Applicants; *College Entrance Examinations; Educational Change; Educational Trends; Foreign Countries; Higher Education; High Schools; *High School Students; *National Programs; Test Construction; *Testing Programs
IDENTIFIERS- *Israel; *Matriculation Examinations (Israel)

This paper describes the four major changes that have taken place in the Israeli Matriculation Examinations since the early 1950's. Before the changes, students at the end of the 10th grade took three mandatory examinations, and students at the end of the 12th grade took four mandatory examinations and two examinations that depended on the course of study. The first change, toward the end of the 1950's, involved the following: examinations at the end of grade 10 were cancelled, additional courses of study were allowed, every student could substitute one examination with an annual composition, and six external mandatory examinations were taken. The second change, in 1965, involved the following: five external examinations were taken, two school-assessed mandatory examinations were added, and a school-leaving certificate would be granted to those who failed some or all of the examinations. The third change, in 1978, involved the following: subjects were divided into study units, students could choose the level of their studies and examination in each subject, students could take the examinations 1 or 2 years prior to graduation, and in order to earn the matriculation certificate, students had to study and be tested on at least 20 study units. The fourth change included restrictions to the third change and involved the following: examinations on 15

(2) social and cultural changes related to families, children, teenage pregnancy, and values; (3) technological change and job markets, including information on job growth, labor market structure, and training; (4) the economy, including data on personal incomes, unemployment, and the consumer price index; (5) enrollment projections and assumptions; (6) public policy related to the Board of Governors, state-level reform, reform legislation and other recent legislation, the California Postsecondary Education Commission, other segments of public education, and federal actions; (7) new directions from the Chancellor's Office concerning academic programs, vocational education, student services education, financial aid, special aid programs, facilities and finance, and other programs and services; and (8) budget trends and projections, including community college trends, cost of living adjustments, budget change proposals, and an appropriation limit. (JMC)

ED 321 814 JC 900 408

Trends of Importance to Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Apr 90
NOTE- 19p.; Background paper prepared for a retreat of the Board of Governors of the California Community Colleges (Palm Springs, CA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Commuting Students; Demography; Educational Assessment; *Educational Needs; *Educational Trends; Enrollment Projections; Enrollment Trends; Expenditures; Financial Support; Immigrants; Instructional Innovation; Job Training; Labor Market; Minority Groups; Retraining; *State Surveys; Statistical Data; Tax Rates; Trend Analysis; Two Year Colleges
IDENTIFIERS- *California

Prepared to assist the Board of Governors of the California Community Colleges in the development of its "1990-91 Basic Agenda," this paper discusses several major statewide trends with important implications for California's community colleges. The paper offers data on population and enrollment growth, labor market changes requiring community colleges to educate new workers for new jobs, transportation and parking, training and retraining, national corresponding to the Board of Governors' Basic Agenda: (1) academic affairs (including transfer, articulation, teaching and learning improvement, and overcoming underrepresentation); (2) student services (including program expansion); (3) human resources (including faculty and staff diversity); (4) finance; and (5) administration. In the academic affairs category, $2,620,000 are requested for state operations and $57,692,000 for local assistance; in the student services category, $1,182,000 are requested for state operations, and $47,419,000 for local assistance; in the human resources category, $1,390,000 are requested for state operations, and $6,900,000 for local assistance; in the finance category, $427,000 are requested for state operations, and $308,933,000 for local assistance; and in the administration category, $4,864,000 are requested for state operations, and $14,526,000 for local assistance. Tables of baseline figures based on the previous year's funding, state support and local assistance funds requested, and total amount of funding increases requested are provided. Appendixes include tables listing priorities assigned to the BCP's, and descriptive statements for each of the five categories, together with summaries of the specific BCP's in each category and the funding amounts requested. (GFW)

ED 321 827 JC 900 425

McIntyre, Chuck
Long-Range Capital Outlay Plan.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 90
NOTE- 22p.; Discussed as Agenda Item 4 at a Meeting of the Board of Governors of California Community Colleges (Sacramento, CA, September 13-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Campus Planning; *Capital Outlay (for Fixed Assets); *Community Colleges; Computer Simulation; Educational Facilities Improvement; *Educational Facilities Planning; *Educational Finance; *Enrollment Projections; Enrollment Trends; Expenditure per Student; Futures (of Society); Microcomputers; Models; Population Growth; Population Trends; *School Construction; School Statistics; State School District Relationship; Statewide Planning; Two Year Colleges

Conceived as a state-supported community-sponsored program for families, strengthened by business and service organization support, and designed to work with local educational, child care, and social service agencies, Washington State's Early Childhood Education and Assistance Program (ECEAP, pronounced e-cap) provides a "whole child" preventative intervention program to low-income 4-year-olds who, without help, are at risk of failing at school. Participating parents are visited by local social workers who direct them to resources and training. ECEAP components include: (1) developmentally appropriate cognitive and social education with an emphasis on language development and readiness for formal schooling; (2) parental involvement in the classroom and in parenting skills training; (3) a broad range of medical, dental, mental health, and nutritional services including health screenings and meal provision; and (4) social services, including parental support groups and assistance in making use of community resources. ECEAP is presented in this report in sections describing the program, providing background information, describing a wide range of accomplishments, detailing methods and means, and projecting a vision of the future. Appendices provide lists of local ECEAP contractors during 1987-1989 and ECEAP advisory committee members in 1989. (RH)

ED 321 840 PS 018 801

Katz, Lilian G.
Pedagogical Issues in Early Childhood Education.
PUB DATE- Aug 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; *Educational Objectives; *Educational Practices; *Educational Principles; Emotional Experience; Group Instruction; *Individual Development; Individual Instruction; Informal Organization; Intellectual Development; Personality Development; Skills; *Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; Knowledge; Program Characteristics

Current understandings of children's development suggest that a pedagogy is appropriate for young children if: (1) it is largely informal in structure; (2) attends to children's dispositional and emotional development and development of knowledge and skills; (3)

DESCRIPTORS- *Child Caregivers; *Child Development; Competency Based Education; Continuing Education; Core Curriculum; Family (Sociological Unit); *Infants; Inservice Education; *Parent Child Relationship; Policy Formation; Professional Development; *Professional Education; Teaching Methods; *Toddlers

Issues are discussed and recommendations are offered to policymakers on the preparation of practitioners to work with infants, toddlers, and their families. Section I examines eforts to define "competence" for practitioners and programs. Section II describes in detail four key elements of training for infant/family practitioners, illustrating how they can be incorporated into different educational models and settings. Section III provides examples of promising approaches to enhancing competence through training in preservice, inservice, and continuing education, profiling 10 programs, such as the Interdisciplinary Specialization in Infancy Program of the University of Illinois at Urbana-Champaign; the Clinical Supervision Seminar, Erickson Institute (Chicago); Support Network of North Carolina; San Francisco General Hospital's Infant-Parent Program; and the Chronic Illness Teaching Program at Michigan State University. Section IV suggests priorities for collaborative action among policymakers, parents, educators, and professionals to improve training of infant/family practitioners. Appendix A outlines a set of core concepts in non-technical language that can form a knowledge base common to parents, policymakers, educators and trainers, and other professionals across disciplines. Apendix B lists resources for further information. (RH)

ED 321 854 PS 018 913

Fenichel, Emily Schrag; Eggbeer, Linda

Preparing Practitioners To Work with Infants, Toddlers and Their Families: Issues and Recommendations for Educators and Trainers.

National Center for Clinical Infant Programs, Washington, DC.

SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.

PUB DATE- 90

NOTE- 31p.; A product of the Training Approaches for Skills and Knowledge (TASK) Project. For related documents, see PS 018 911-914.

AVAILABLE FROM- National Center for Clinical Infant Programs, 2000 Fourteenth Street, North, Suite 380, Arlington, VA 22201-2500 ($5.00 per copy; set of four documents, $18.00. Add $2.50 shipping and handling for 1-2 copies; add $3.50 for 3-6 copies. 10% discount researchers and research monitors have assumed that parents will act in the best interests of children participating in research and protect them from harm. However, the practice of using parents as proxy does not adequately meet the requirements for informed consent. While children may not be able to completely understand the research process and be truly informed, researchers believing in the value of informed consent and the rights of young children will take steps to help children be better informed subjects. Suggestions on how researchers can attend to the rights of young children are offered. Specifically, researchers must try to ensure that no harm comes to their subjects. They must explain the purposes and procedures of their study to young children. In conjunction with teachers, researchers should teach children what research is about. Researchers should be sensitive to children's needs and wishes in the research setting. It is concluded that the ethical treatment of subjects is always worth the extra effort. (RH)

ED 321 868 PS 018 929

Paz, Ruth
Paths to Empowerment. Ten Years of Early Childhood Work in Israel.
Bernard Van Leer Foundation, The Hague (Netherlands).
REPORT NO.- ISBN-90-6195-018-X
PUB DATE- Jun 90
NOTE- 164p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Change Agents; *Community Development; *Compensatory Education; Early Childhood Education; Economically Disadvantaged; *Educationally Disadvantaged; Foreign Countries; *Information Dissemination; *Intervention; Program Descriptions
IDENTIFIERS- Bernard van Leer Foundation (Netherlands); *Israel

In this book, Bernard van Leer Foundation programs in Israel that combined early childhood education and community development approaches across a 10-year period are described. Chapter (1) provide an introduction; (2) discuss the evolution of this combined approach, its theoretical roots in the separate disciplines of early childhood education and community development, and the interlinking of the two; (3) trace the work of the Foundation in Israel; (4) provide a case study of the Ofakim project, an early education and community development project in a development town;

results, and sample activity sheets. (RH)

ED 321 882 PS 018 946

Haygood, Etta L.
Improving Language Skills of Kindergartners with Deficient Receptive and Expressive Vocabularies.
PUB DATE- Jul 89
NOTE- 59p.; Educational Specialist in Early Childhood Practicum, Nova University. A few pages contain light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Check Lists; *Classroom Techniques; *Expressive Language; Grouping (Instructional Purposes); *Kindergarten Children; Learning Activities; *Learning Centers (Classroom); Primary Education; Program Effectiveness; Program Implementation; *Receptive Language; Small Group Instruction; *Vocabulary Development

A kindergarten teacher implemented a practicum with her students in an effort to improve their receptive and expressive vocabularies. Five kindergarten students were selected from the 23 identified as language-impaired. Four of these five participated in the practicum to its completion. During a 10-week period, target children were involved in language-based activities in learning centers and small groups. Activities included games and manipulation of concrete objects. The games required children to match sounds and rhyming or positional words, or to classify objects. Activities for each of the ten weeks of the practicum are described. Daily observations and weekly evaluations indicated that the receptive and expressive language skills of the children improved. In addition, children's positive self-concepts were enhanced. Appendices provide a weekly guide to activities, an observation checklist, and a weekly evaluation form consisting of 10 language skill tests. (RH)

ED 321 883 PS 018 947

Parent participation in children's learning of basic skills is also covered. Learning activities parents can do with children in grades 4 through 6 fall into the same categories as those for the younger children. Activities to enhance basic skills during waiting periods for children in grades K-6 are also described. Learning activities parents can do with children in grades 7 through 12 concern reading comprehension, encouragement of reading, thinking skills, a language experience story, study skills, math, career planning, words used in following directions, and an essential vocabulary. Suggestions for helping junior high and high school students conclude the guide. (RH)

ED 321 899 PS 018 977

O'Connell, Martin; Bachu, Amara
Who's Minding the Kids? Child Care Arrangements: 1986-87. Current Population Reports, Household Economic Studies.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Jul 90
NOTE- 41p.; For 1984-85 report, see ED 285 665.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (Stock No. 803-044-00008-2, $2.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Costs; *Day Care; Early Childhood Education; *Employed Parents; *Married Students; *Sociocultural Patterns; Tables (Data)

The child care statistics in this report concern children under the age of 15 years whose parents or guardians were employed in the labor force or attending school from September to November, 1987. Topics addressed include the ways in which these children were cared for while their parent were at work or in school; the complexity of these arrangements and the accompanying disruptions in the daily work schedule; and the financial costs attributable to child care services. Data concern primary child care arrangements, trends in child care arrangements from 1977-87, child care arrangements for preschoolers, secondary child care arrangements, work disruptions caused by failures in child care arrangements, and the cost of child care arrangements. Three figures, seven text tables, seven detailed tables, and nine appended tables substantiate the text. Remarks on methodological issues are statements, curriculum standards, recommendations, and regulations. State and provincial materials come from Alaska, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kentucky, Maine, Mississippi, Oklahoma, Oregon, Nebraska, New Brunswick, South Dakota, and Utah. County materials come from Prince George County, Maryland, and Fairfax County, Virginia. City materials come from New York City; Charlotte-Micklenburg, North Carolina; and San Diego, California. Other materials come from the Lincolnwood School District in Illinois, the New Hampshire Association for the Education of Young Children, and Region VI, Texas. (RH)

RC

ED 321 914 RC 017 454

The Design of a Rural Health Services System for the Next Two Decades. A Rural Resources Special Focus Report. Legislative Symposium Proceedings (Cooperstown, New York, April 29-May 1, 1987).

New York State Legislative Commission on Rural Resources, Albany.

PUB DATE- Aug 88

NOTE- 76p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Clinics; Health Care Costs; Health Education; Health Facilities; *Health Services; *Medical Care Evaluation; Medical Services; *Needs Assessment; Program Improvement; *Rural Areas; State Legislation

IDENTIFIERS- *New York; Reform Efforts

The objective of this Legislative Symposium was to assess the rural health care system of the State of New York, and in light of the current influences on that system, to design a framework for rural health care over the next two decades. The tasks of the participants were to reconfigure the rural health care system and make proposals on system design, system development, and needs assessment. Over 125 people participated in the symposium and were variation was found in the collected data. The most common method of outreach was staff visits to labor and housing camps. Federal officials recognize the need to coordinate their programs. The analysis indicates that duplication of federal migrant services is limited. Most of the programs are evaluated on the basis of numbers served and cost-effectiveness. Only education programs used improvement gains as effectiveness measures. (TES)

ED 321 928 RC 017 631

Gutmann, Babette; And Others
A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1985-86. Volume 1: Participation.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 88
NOTE- 110p.; For Volume 2: Achievement, see RC 017 632.
CONTRACT- 300-86-0094
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Elementary Secondary Education; *Enrollment; Migrant Children; *Migrant Education; *Migrant Programs; Migrant Youth; Staff Utilization; State Programs; Student Characteristics; Student Mobility; *Student Participation; Summer Programs; Teacher Student Ratio
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Migrant Education Program

This is the first of two volumes of a report summarizing participation and achievement information from the 1985-86 school year of the Education Consolidation and Improvement Act Chapter 1 Migrant Education Program. This volume presents the participation information provided by state educational agencies (SEAs). Of the 366,353 migrant education program participants in the period 1985-86, 75% were Hispanic and 12% were White. Fifty-three percent of the participants were settled-out migratory youths (formerly migrant), 29% were interstate migratory youths, 18% were intrastate migrants. There were 323,601 participants in the regular term, and 112,350 during the summer term, representing increases over the previous year. The largest percentage of migrant students in both the regular term (56%) and the summer term (60%) were in grades demands for higher achievement, decreasing financial resources, and staff improvement needs. Specific case descriptions are offered to illustrate current realities and some exemplary practices for boosting student motivation, teacher improvement, and increasing staff involvement. Some outstanding programs described include: (1) a cooperative approach among administrators, teachers, parents, and students to improve classroom discipline; (2) a home-centered parent education program; (3) low-cost teacher inservice training; (4) teacher peer coaching; and (5) a staff decision-clarification procedure. It is concluded that too many principals continue to work ineffectively in the face of the frustrations to be found in rural schools. A small number of administrators, however, are able to cope successfully with their challenges by using more innovative and democratic approaches to leadership. (TES)

ED 321 940 RC 017 650

Singletary, Loretta
Obstacles Limiting the Research on the Economic Impact of Rural Leadership Development Programs.
PUB DATE- Feb 90
NOTE- 32p.; Paper presented at the Southern Rural Sociological Association Conference (Little Rock, AR, February 3-7, 1990). Contains some broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Development; Economic Progress; *Human Resources; Labor Force Development; *Leadership; Policy Formation; *Rural Development; *Rural Economics

Controversy between two opposing factions have confused rural development policy formulation. Infrastructure advocates believe that the improvement of highways and sewer systems, as well as the provision of industrial park sites and industrial recruitment, are the keys to successful rural economic growth. Human resource development advocates promote structural change in rural areas through increased investments in education and effective leadership in rural communities. It cannot be deduced from research that infrastructure investment leads directly to regional development, yet state and local governments continue to pursue industrial recruitment via physical infrastructure development. Lack of research on the impact of human resource investment on local or

IDENTIFIERS- *Native Americans

This paper examines the claim that instruction specially adapted to the "visual learning styles" of Native American students results in improved learning. Substantial cross-cultural research suggests that Native American children have special strengths in spatial abilities and visual memory and that observational learning is an important cultural orientation. However, an extensive computerized literature search yielded only three studies that empirically tested the proposition that the instruction adapted to Native Americans' learning styles increases achievement, and it was found after a careful review which this paper reports that virtually none of the results substantially demonstrates the educational benefits of adapted instruction. Nonetheless, the concept of "Native American learning styles" continues to enjoy considerable popularity. It is speculated that the idea persists for the following reasons: (1) educators prefer to avoid "deficit" language; (2) the concept is useful for obtaining funding for culturally oriented programs; and (3) the concept is useful for summarizing a variety of instructional adaptations necessary in a cross-cultural context. The paper concludes that future research might demonstrate some educational benefits from visually-oriented instruction but the lack of progress in the broader area of aptitude-treatment interactions offers no basis for optimism. It is suggested that researchers interested in improving Native American education might better direct their investigations elsewhere. This document includes a 26-item bibliography. (TES)

ED 321 953 RC 017 681

Reyhner, Jon; Eder, Jeanne
A History of Indian Education.
SPONS. AGENCY- Eastern Montana Coll., Billings.
PUB DATE- 89
NOTE- 165p.
AVAILABLE FROM- Bilingual Education Program, Eastern Montana College, c/o Jon Reyhner, 1500 N. 30th Street, Billings, MT 59101 ($6.00 per copy, $4.50 quantity price).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Acculturation; American Indian Culture; *American Indian Education; *American Indian History; *Educational History; *Federal Indian Relationship; Indigenous Populations

DESCRIPTORS- *Consolidated Schools; Cost Effectiveness; Educational Equity (Finance); Educational Policy; Educational Trends; Elementary Secondary Education; *Policy Formation; Rural Education; Rural Schools; Rural Urban Differences; *School District Reorganization; *School Effectiveness; *School Size; *Small Schools; State Action
IDENTIFIERS- ERIC Digests

This ERIC digest examines the slowed pace of school district reorganization since 1970 and the expanded role of state education agencies (SEAs). It also reports trends that influence consideration of various reorganization forms and considers the framework in which future policy options may take shape. The decades from 1940 to 1970 show the largest declines in the number of U.S. school districts, largely attributable to the reorganization of small and rural districts. Still, in 1987-88, approximately 53% of all schools were located in nonmetropolitan areas. The slowed pace of school-district reorganization since 1970 seems not to be caused by any reduction in the power of the various SEAs. Several trends, in fact, suggest that the influence of SEAs may be increasing in rural areas. Other trends that influence school-district reorganization include: (1) litigation over fiscal equality; (2) problems in reaching consensus on what adequate support for education might be; and (3) research findings that indicate possible negative effects of large scale organizational units on learning, especially for at-risk students. Education reform in the 1980s has reflected a national, often urban-based consensus. Rural and small schools, especially in impoverished areas, are more likely to be judged "inefficient" than large urban ones. Research suggests, however, that what happens in the classroom is still the ultimate measure of the effectiveness of school-reform. Small-scale reorganization has shown potential for positive educational results. Policymakers continue to face the task of balancing small schools' higher costs with the advantages they offer, especially for at-risk students. (TES)

ED 321 965 RC 017 854

Kleinfeld, Judith
The Case Method in Teacher Education: Alaskan Models. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Blosser, Patricia E.
Procedures To Increase the Entry of Women in Science-Related Careers. ERIC/SMEAC Science Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-25
PUB DATE- 90
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set by year and content area, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Educational Trends; Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; *Females; *Intervention; Junior High Schools; Mathematics Education; Middle Schools; *Science Careers; Science Education; Secondary School Mathematics; *Secondary School Science; Student Attitudes; Student Participation
IDENTIFIERS- ERIC Digests

Girls and boys start off equal in mathematics and science performance and interest in school. They appear to do equally well in both subjects in elementary school. Once courses become optional in secondary school, the down hill spiral in enrollment of female students in mathematics and physical science begins, accompanied by decreases in achievement and interest. This means that women are inadequately prepared for most college majors as well as those in technical fields. The findings of research, improvements in the situation, and intervention strategies to help increase girls' participation in science are discussed. Several resources for the identification of intervention programs are listed including four national networks of women in science and engineering. A list of 12 references is provided. (CW)

ED 321 978 SE 051 486

ED 321 991 SE 051 499

Gallagher-Allred, Charlette R.; Townley, Nancy A.

Dietary Management in Hyperlipidemia. Nutrition in Primary Care Series, Number 12.

Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 28p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Dietetics; Disease Control; Health Education; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; *Special Health Problems; Therapeutic Environment; Therapy
IDENTIFIERS- *Hyperlipidemia

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge to health care providers, and in particular primary care physicians. This module is designed to help physicians to instruct patients with hyperlipidemia in the selection, purchase, and preparation of foods according to an individualized dietary regimen. Also covered is nutritional assessment for the hyperlipidemic patient. Included are learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices including a list of low-cholesterol, low-saturated fat, low-simple sugar foods, and a sample menu. (CW)

achievement with regard to goals, resources for physicians and 117 references. Appendices include tables of health problems and associated risk factors, nutritional assessment and intervention guidelines, federally sponsored food assistance programs, and self-help groups and national treatment centers for eating disorders. (CW)

ED 322 003 SE 051 511

Hurley, Roberta Smith
Preventing Hospital and Home Malnutrition. Nutrition in Health Promotion Series, Number 25.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 59p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Dietetics; Disease Control; Health Education; Higher Education; Home Programs; Hospitals; Independent Study; *Medical Education; Medicine; *Nutrition; *Nutrition Instruction; Preventive Medicine; Science Education; *Special Health Problems; Teaching Methods; *Therapeutic Environment

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for primary care physicians in recognizing nutrition-related problems associated with hospital and home care. Application of the material in this module will assist the physician in planning for the hospital stay, shortening the stay, and improving whole health care outcomes. Included are independent Free State. John Turpin sketches a portrait of teaching painting at the Dublin Metropolitan School of Art and some of the educational politics of that particular institution during a period of transition. A contemporary history of multi-denominational schooling is given by Aine Hyland. Margaret Libreri continues the theme of religious education with an analysis of rights and denominational schooling. Dennis Hainsworth discusses the notion of aesthetic education in the Soviet Union, and Patrick Costello argues the case of philosophy for primary school pupils. Desmond Swan provides a case study of the European Schools. Tom Power discusses the economics of educational planning, and John D'Arcy reports on an inquiry with probationer teachers. Connie McKernan and Ian Wells look at the integration of children with special needs in Northern Ireland, and David McEwen and others discuss a model for training adults with a wide range of mental handicaps. (Author/JB)

ED 322 016 SO 020 462

Harbeck, Karen M.
The Homosexual Educator: Past History/Future Prospects.
PUB DATE- 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Light dot-matrix print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; *Constitutional Law; Educational Administration; *Educational History; Educational Policy; Educational Research; Elementary Secondary Education; Higher Education; *Homosexuality; Lesbianism; Political Issues; *Politics of Education; Social History; Teacher Characteristics; *Teacher Employment; Teacher Rights; Values
IDENTIFIERS- *Homosexual Teachers; Legal History

This paper is a summary of a comprehensive work on the legal, social, educational, and political history of lesbian and gay teachers in U.S. society from colonial times to the present. Case law on homosexual educators is discussed, as are three major political campaigns that sought to prohibit homosexual conduct, activity or advocacy by school employees. Following a previously invisible, often depressing history of homosexual educators,

ED 322 031 SO 020 996

Clothing, Housing & Design 10-12.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0740-4
PUB DATE- 88
NOTE- 218p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Clothing Design; Clothing Instruction; Curriculum Design; Curriculum Guides; Family Life; Foods Instruction; Foreign Countries; Grade 10; Grade 11; Grade 12; *Home Economics; Instructional Materials; Learning Activities; Nutrition Instruction; Secondary Education; Student Educational Objectives
IDENTIFIERS- Manitoba

Studying home economics can help young people face the challenges families are encountering in today's increasingly complex and ever changing world. The home economics curriculum strives to help students recognize that they, through individual as well as joint efforts, can improve the standards and conditions for all, thus leading to an improved quality of life for themselves, their families, and the rest of society. This curriculum guide is one of three composing the home economics curriculum for the province of Manitoba, as adopted in September, 1989. Part 1 gives an overview of the home economics curriculum including: program goals, program objectives, implementation strategies, scope and sequence chart, the design of the guide, and approved and recommended books for clothing, housing and design. Part 2 focuses on the specific areas of study: clothing, housing and design. Each of the three areas is subdivided into several concepts that are accompanied by major objectives. Each concept is further divided into subconcepts, with each subconcept including a generalization that refers to common, readily understood situations. Student objectives are intended to develop the ideas presented in the generalizations. Student activities help the students achieve the stated objectives. A bibliography is included. (DB)

ED 322 032 SO 020 997

Occupational Entrance Course Social Studies Grades 7-9: Interim

The number of peace studies programs on campuses in the United States has grown dramatically since the first such program was begun in 1948. At the beginning of the 1990s, the world is experiencing a renaissance in peace related activities that include tearing down the Iron Curtain, nonviolent revolutions in Europe's East Bloc and the Philippines, citizen diplomacy, arms reduction, and peer mediation in the schools. Peace studies attempt to analyze these developments, providing a historical foundation and a theoretical understanding of how these efforts contribute to the cessation of violence. This paper describes 13 peace and conflict resolution programs in the United States at the beginning of the 1990s. A table that indicates the most frequently chosen books by peace educators is included. (DB)

ED 322 047 SO 030 036

Beam, Karen Lorane
The Transfer of Learning of Historical Fiction in Language Arts and Social Studies of Fifth Year Students.
PUB DATE- May 90
NOTE- 79p.; Specialist Field Problem, Mercer University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Elementary School Students; Grade 5; Intermediate Grades; *Language Arts; Learning Activities; Learning Strategies; *Learning Theories; *Research Projects; Skill Development; *Social Studies; Teaching Methods; *Transfer of Training
IDENTIFIERS- *Historical Fiction

Twenty-two fifth grade students participated in a 3-week study to compare the learning transfer of historical fiction concepts of fifth-grade students receiving instruction in two different curricula. The two different modes of instruction were the basis for determining if there was a significant difference in the mean scores of the control and experimental group. The control group was taught historical fiction skills through the traditional language arts curriculum. The experimental group was taught historical fiction skills through the non-traditional social studies curriculum. The instrument used to assess students' transfer of learning of historical fiction in language arts and social studies was a teacher-made multiple choice and writing process test. At the end of the 3-week period a T test was used to analyze the mean

ED 322 063 SO 030 095

Burton, Alice
Labor Education Week: Bringing the Labor Movement to the Schools.
California Univ., Berkeley. Inst. of Industrial Relations.
PUB DATE- 90
NOTE- 78p.
AVAILABLE FROM- Center for Labor Research and Education, Institute of Industrial Relations, University of California at Berkeley, 2521 Channing Way, Room 300, Berkeley, CA 94720 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Educational Planning; *Educational Resources; *Innovation; Instructional Materials; Library Materials; Pilot Projects; Secondary Education; *Social History; *Social Studies; *Unions; Visual Aids
IDENTIFIERS- *Labor Education Week; Labor Studies

A week of labor education classes is held yearly at Oakland Technical High School in Oakland, California. The goal of the program, called Labor Education Week (LEW), is to fill a perceived gap in high school education concerning the labor movement, and to present labor history and issues in workshops, field trips, classroom discussions, and films. One workshop helps students discover when their rights have been violated and how to file a complaint with the Labor Commissioner. Students talk with people in various fields during the Apprenticeship Career Day (when tradespeople answer questions concerning their field, schooling and training needs, pay and benefits). Some students have visited the Union Pacific Railroad and the United Parcel Service (UPS) and have talked with members of the Teamsters Union; others have visited other unionized businesses such as the Bay Area's Trunsbay Terminal; such field experiences allow them to see organized workplaces where they can apply the skills they have learned in school. The program objective is to expose students to the labor movement through distinctive, memorable activities. The document includes guidelines for developing a similar program in other schools. Included in the appendices are: (1) the LEW project proposal, including the budget; and (2) forms designed to solicit speakers, participants and sponsors, advertising fliers, and the master calendar of events for the programs. A resource guide containing a list of local speakers, a list of coordinators for 15 Northern California Building Trades Apprenticeship Programs, a

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Educational Innovation; Feminism; *History Instruction; Instructional Materials; Junior High Schools; Social Studies; Teaching Guides; *Womens Studies; *Writing Assignments

This collection of teaching units, developed by the National Women's History Project, includes biographies of women who have made significant contributions in each of 12 different language arts areas. The topics covered include poets, nonfiction writers, fiction writers, and doing research on women writers. Each unit gives a brief biography of the writer, a list of classroom activities, discussion topics, and assignments. These units also may be used as a starting point for the discussion of traditional women's roles and how attitudes and sex roles have changed. (NL)

ED 322 080 SO 030 135

Hickey, M. Gail; Braun, Patty
Social Studies and the Disabled Reader. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-90-6
PUB DATE- Jul 90
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Disabilities; Educational Resources; Elementary Secondary Education; *Learning Disabilities; Learning Strategies; Mainstreaming; Reading Ability; *Reading Instruction; *Social Studies; *Special Needs Students; Student Needs; Teaching Guides; Teaching Methods
IDENTIFIERS- ERIC Digests

As a result of federal legislation, the effects of mainstreaming of

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Athletic Equipment; *Field Hockey; High Schools; *High School Students; Record Keeping; *Student Attitudes; *Student Motivation; *Womens Athletics

This student's journal aims at helping to develop a successful and highly motivated high school girls field hockey team. General information about the sport and student involvement is presented. Definitions of terms used in field hockey are given as well as general considerations about play, defensive and offensive strategies, and penalties. Suggestions are made for practice organization. About one half of the book is comprised of forms for the field hockey schedule and student record keeping. (JD)

ED 322 095 SP 032 386

Chamberland, Craig, Ed.; Moffatt, Robert J., Ed.
Completed Research in Health, Physical Education, Recreation & Dance. Volume 31, 1989 Edition.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-478-6
PUB DATE- 90
NOTE- 553p.; Charts will not reproduce well due to small, filled type.
AVAILABLE FROM- AAHPERD Publication Sales Office, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Dance; Doctoral Dissertations; *Educational Research; *Health Education; Masters Theses; *Physical Education; *Recreation; Research Reports

This compilation lists research completed during 1988 in the areas of health, physical education, recreation, dance, and allied areas. The compilation includes 513 entries, most with substantive abstracts, of master's theses and doctoral dissertations from institutions offering graduate programs in those areas. A 1,225-item bibliography of relevant articles in periodicals, including international sources, is included. (JD) organization, which has assumed the lead in social and political action. It is noted that public discussions of homophobia in sport represent an important step towards politicizing lesbian issues among nonpolitical and closeted lesbians and among heterosexual women and men. (JD)

ED 322 111 SP 032 470

King, Bruce B.
Creating Curriculum Together: Teachers, Students, and Collaborative Investigation.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; Classroom Research; *Consciousness Raising; *Critical Theory; *Curriculum Development; Elementary Secondary Education; *Participative Decision Making; Social Change; Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- Frankfurt School; *Freire (Paulo)

According to the neo-Marxist critique, action researchers often neglect to take into account the historical, social, political, and cultural forces which silence students and protect the status quo in schools. One way to overcome this criticism is to link teacher research and emancipatory pedagogy, such as that advocated by Paulo Freire, in which both teachers and students collaboratively pose problems arising from real-life situations and, through questioning and reflection, pursue ways to solve the problems. Even if their actions are unsuccessful, students gain new knowledge and perspectives, and they learn to be critical in their thinking and actions. For example, a biology class raised questions about a toxic dump, located less than two miles from the school, which was not slated for local attention even though it was listed by the Environmental Protection Agency as hazardous and in need of immediate clean-up. Students generated questions and conducted research in which the interaction of science, society, and political and ethical decision making became evident to them. Action, such as a case study that can be made available to others, would evolve from the critical questioning and ensuing research. This example, as well as others, indicates that students can

ED 322 126 SP 032 517

Moore, Barbara McGregor
First Year Teachers and the Evaluation Process.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Job Satisfaction; *Mentors; Program Evaluation; *Teacher Attitudes; *Teacher Evaluation; Teaching Experience

Two different school districts' induction and evaluation methods were investigated to discover what specific methods help beginning teachers to learn more about teaching and how what they learn influences satisfaction with their work. One district had an induction program which used experienced teachers as full-time consultants to provide assistance and evaluations for the first-year teachers. The second district provided an informal and voluntary program of assistance using mentor-buddies at the same school and grade level as the new teachers, and principals did all formal evaluations. Two groups of first-year teachers in each district responded to interview questions: beginning teachers with no experience (N=55) and teachers new to the district with at least two years of previous experience (N=43). Findings indicate that the majority of the teachers attributed most of their learning to the induction programs (particularly the mentors and consultants), and new teachers reported that they had learned the most about teaching in their previous first-year experience. A majority of beginning teachers said they derived most help from the evaluations provided by their consultants and mentors; the role of the principal was diminished in both programs. Follow-up, i.e., feedback and discussion, was viewed by all as more instructive than the evaluations themselves. (JD)

ED 322 127 SP 032 518

PUB DATE- 16 Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ethics; *Lawyers; *Moral Values; *Physicians; Public Service; *Social Responsibility; *Teachers; *Teaching (Occupation)

In response to greater public awareness and concern, members of the legal and medical professions have begun to acknowledge that they have leadership roles to play in the shaping of public policies affecting the common good. The rapid pace of social change and scientific development has lent a new sense of urgency to the need for these two professions to reconcile their specialized technical expertise with profound ethical questions concerning their mission and role in society. The loss of status by, and public esteem for, the legal and medical professions has occurred at the same time that doctors and lawyers have distanced themselves most from interest in the common good and social justice. In none of its waves has the recent educational reform movement highlighted the moral and ethical dimensions of teaching and learning. Yet, more than ever before, it is urgent that new technologies and reform strategies be evaluated as means for achieving ends that promote the common good. The absence of a unified teaching profession has been partially due to conscious and unconscious cultural sensitivities to the moral power inherent in schooling. The teaching profession potentially stands to augment its status and to enjoy increased control over its technical affairs by voluntarily acknowledging that education is first and foremost a moral enterprise strengthened by public involvement and participation. (JD)

ED 322 142 SP 032 550

Manitoba Schools Fitness 1989.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0802-8
PUB DATE- 89
NOTE- 54p.; Color shading in charts may cause readability problems.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

program; (2) the Division IV program through the regular high school channel; and (3) the General Educational Development (GED) tests. Comparisons were made for: time spent in course completion; objectives; emphasis of content and skill; evaluation criteria; and suggested level of cognitive functioning. The four subject areas studied were: communications; mathematics; science; and social studies. Data were obtained from curriculum descriptions, observations of the programs, and conversations with educators by seven researchers. From 1 to 10 months were required to complete a 5-10 ABE course, and time required to complete ABE 11 and 12 courses was greater than that for a Division IV course. Division IV curricula present a broader scope and emphasize skills more strongly than do ABE curricula in communications, mathematics, and science. The Division IV program emphasizes higher cognitive skills in communications, science, and social studies more than does the ABE program. The GED tests are very lacking in content for communications, mathematics, and science. Twenty tables throughout the text give classifications of the objectives in the content areas. An extensive appended table provides point-by-point comparisons of the three programs. Behavioral terms used in classifying objectives, evaluation criteria, GED test items, and GED test subject area domains are included. (SLD)

ED 322 155 TM 015 226

Cannell, John Jacob
Testing Ethics Model Legislation.
PUB DATE- 19 Apr 90
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrator Responsibility; *Criterion Referenced Tests; Educational Legislation; Elementary Secondary Education; *Ethics; Legal Responsibility; *Norm Referenced Tests; Public Schools; Standardized Tests; Testing Problems; *Test Results

Norm-referenced and criterion-referenced test results are frequently manipulated by public school administrators to show artificial achievement gains, rather than actual achievement gains.

multiple regression in analyzing data from ATI experiments. Multiple regression not only does all that ANOVA can, it also provides more explanatory power. Six data tables are included. (TJH)

ED 322 168 TM 015 287

Dabney, Marian E.; Stewart, Theadora

A Validation Study of a Georgia Teacher Certification Test Using Confirmatory Factor Analysis.

PUB DATE- Apr 90

NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Testing; Computer Software; *Construct Validity; Content Validity; Factor Analysis; *Licensing Examinations (Professions); Maximum Likelihood Statistics; Psychometrics; Sample Size; *Special Education Teachers; *State Programs; *Teacher Certification; Testing Programs; *Test Validity

IDENTIFIERS- Confirmatory Factor Analysis; Georgia; LISREL Computer Program; One Parameter Model

This study investigated the construct validity of the revised Special Education-Mental Handicaps Georgia Teacher Certification Test (MH-TCT) using hierarchical confirmatory factor analysis and LISREL VI. The primary objective was to determine whether first-order and second-order factors correspond to item/objective/test relationships defined by judgments/consensual content validation studies. Data from four administrations of the MH-TCT were used in the analyses. Subjects included 287 candidates for certification in the mental handicaps subarea of special education. Since the sample size was small, findings were tentative. LISREL was used to examine the factor structure of the entire test as well as to identify test items that were not psychometrically sound. Although six subdimensions were identified that correspond to the six test objectives, first-order factors corresponding to these were so highly correlated that a hierarchical model was rejected in favor of a unidimensional model. A unidimensional model was invariant across samples and time. Results suggest that the LISREL confirmatory maximum likelihood factor model provided a powerful tool for item analysis and test

to evaluate the research. Presently, bias and its impact on research may be more subtle than in the past, but biases about people of color and women still exist and influence researchers. The following myths concerning research and counseling are examined: (1) if research is published it must be accurate; (2) research and researchers are objective; (3) standardized tests are accurate objective measures providing information about students' interests, aptitudes, and achievement; and (4) counselors cannot understand research. In evaluating research, one must ask if: the authors' opinions or bias are obvious; authors use different terms depending on the race or sex of the subjects; the study describes who is being studied; the tests are fair; the study results apply only to people who are similar to those studied or are overgeneralized to include others; similarities and differences are reported about females and males and people from different races; and conclusions have more to do with the authors' expectations than with the research results. Suggestions are provided for reducing bias in research. (RLC)

ED 322 181 TM 015 334

Gafni, Naomi; Estela, Melamed
Differential Tendencies To Guess as a Function of Gender and Lingual-Cultural Reference Group.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; *College Entrance Examinations; Comparative Testing; *Cultural Differences; Foreign Countries; *Guessing (Tests); Higher Education; High Schools; High School Students; Languages; Predictor Variables; *Response Style (Tests); *Sex Differences; Test Format; Testing Problems; *Test Wiseness
IDENTIFIERS- Israel

The objective of this study was to investigate differential tendencies to avoid guessing as a function of three variables: (1) lingual-cultural-group; (2) gender; and (3) examination year. The Psychometric Entrance Test (PET) for universities in Israel was used, which is administered in Hebrew, Arabic, English, French, Spanish, and Russian. The PET is a battery of five subtests, and encompasses about 200 test items. Three of the five subtests were used in this study: figural reasoning, mathematical reasoning, and study units were mandatory in five prescribed subjects. Background factors for these changes are outlined from the following perspectives: social-political circumstances, school autonomy, parents, teachers' attitudes, the Ministry of Education, the universities, and psychometricians. (RLC)

ED 322 194 TM 015 380

Kieren, T. E.; And Others

A Note on Determinism and Predictability in Education Research and Practice.

PUB DATE- Apr 90

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behaviorism; *Educational Research; Elementary Secondary Education; *Epistemology; *Knowledge Level; *Learning Theories; Mathematical Models; Predictive Measurement; *Student Behavior; Theory Practice Relationship

IDENTIFIERS- *Structure Determinism

This paper focuses on the notion of human learners as being structure-determined. Alternate views of educational phenomena and educational research of G. Cziko (1989), D. Bohm and F. D. Peat (1987), H. Maturana and F. Varela (1980, 1987), and S. E. Pirie and T. Kieren (1989, 1990) are considered. A mathematical theory of chaos, random behavior/order, and how growth in knowing takes place are discussed. It is proposed that because human behavior is determined at the level of any unity, it is unpredictable. What this unpredictability means for education research is considered. According to structure-determinism, since knowing is recursive and not simply iterative and since the knower is a closed system, a person can know things on many levels and in many ways at once. Thus, a child's behavior (or that of any knower), although determined, is unpredictable both because it is not caused by a stimulus and because the level of response or knowing action cannot be foretold by an observer. It is suggested that education research should shift its focus from viewing educational phenomena as linear successive orders to viewing them as implicate orders. A person's understandings/knowledge can be observed as a recursively numerous set. A theoretical pathway exists whereby an observed understanding and international developments, and taxing and spending. Specific trends and projections presented in the paper include the following: (1) rapid population growth will continue; (2) community college enrollment will increase substantially; (3) the state's population will age and become more diverse; (4) the economy will produce more jobs requiring higher skills; (5) California's labor force will change substantially, incorporating greater numbers of women and minorities; (6) the need to educate underrepresented minorities will increase; (7) more students will commute to retrain; (8) the need for new instructional methods will increase; (9) more students will be immigrants; (10) Pacific Rim trade will continue to benefit the state's economy; (11) the state may or may not be affected by reductions in defense; (12) bonding may not be sufficient for needed capital outlays; and (13) Proposition 111 will expand educational spending in the current decade. Tables, charts, and graphs illustrate the trends throughout the document. (JMC)

ED 321 815 JC 900 409

Trends and Comparisons in Community College Staffing.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Feb 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; Community Colleges; Comparative Analysis; *Educational Trends; *Employment Patterns; Faculty Workload; Full Time Faculty; Minority Groups; Part Time Faculty; *School Personnel; State Surveys; Teacher Characteristics; *Teacher Salaries; Trend Analysis; Two Year Colleges; Wages
IDENTIFIERS- *California

An analysis is provided of statewide information about California community college faculty, administrators, and classified employees, including staffing trends, faculty workload, salaries, fringe benefits, and demographic characteristics. Drawing largely from a database containing information for the period from 1981 to fall 1987, the report highlights the following: (1) in fall 1987, the number of staff in the California community colleges was 63,738, representing a 1% increase from the previous year, but still falling 8% below the number reported for 1981; (2) nearly

IDENTIFIERS- *California

Enrollments in California's community colleges are expected to increase by 500,000 students by the year 2005 with the student body demographics expected to shift towards higher percentages of minorities and women. To address this issue, the Chancellor's Office staff are examining enrollment projections under varying assumptions about future conditions and running computer simulations to estimate capital outlay needs for the system. This report introduces the Board of Governors of the California Community Colleges' growth plan, developed in response to the board's Basic Agenda calling for plans to accommodate projected enrollment growth as well as three other mandates requiring long-range planning for community colleges. The report presents student population estimates based on current student to population ratios, capital outlay planning based on annual 5-year plans developed by each district, and capital requirement projections modeled using current microcomputer spreadsheet technology. The report states that preliminary computer simulations show the need for 24 new community college campuses to be built by the year 2005 with the expansion and improvement of existing facilities, and that total expenditure needs of the California Community College system will total nearly $3 billion, or roughly $200 million per year for each year between 1990 and 2005. Appendixes summarizing the model results are included. (GFW)

ED 321 828 JC 900 426

Nussbaum, Thomas J.
Proposed Changes to the Lists of Disciplines.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 90
NOTE- 8p.; Discussed as Agenda Item 11 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, September 13-14, 1990). For a related document, containing the original lists of disciplines, see ED 307 923.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *College Faculty; *Community Colleges; *Credentials; *Degrees (Academic); Faculty Recruitment; *Intellectual Disciplines; *Masters Degrees; Statewide Planning; *Teacher Qualifications; Teacher Selection; Two Year Colleges
IDENTIFIERS- *California

is mainly intellectual rather than academic in focus; (4) balances individual and cooperative group work on intellectually engaging tasks; and, (5) makes systematic instruction available to individual children as needed. In this document, the view of appropriate pedagogy just described is elaborated by discussions of three questions: (1) What should be learned? (2) When should it be learned? and (3) How is it best learned? The first question is discussed in terms of four types of learning goals: knowledge, skills, dispositions, and feelings. The second question is discussed in terms of the normative dimension of development and three subcategories of the dynamic dimension of development: ways in which human beings change; delayed impact of early experience; and long-term, cumulative effect of repeated or frequent experiences. The third question is discussed in terms of principles of pedagogical practice applicable to the four categories of learning goals and pedagogical principles generally applicable to most goals of early childhood programs. (RH)

ED 321 841 PS 018 836

Adamek, Sue; And Others
Yes You Can...Help Your Teenager Succeed in School.
Minnetonka School District, Excelsior, Minn.
PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Adolescents; Guidelines; *Homework; *Parent Responsibility; *Parent Role; Parents; Parent School Relationship; *Parent Student Relationship; *Student Responsibility

Ways parents can help their teenagers succeed in school are offered by teachers in the Minnetonka (Minnesota) Public Schools. Sections of the parent guide concern: (1) encouragement--encouraging the student through generous praise, encouraging best efforts, communicating love, making education a family priority, avoiding pressuring the teen, refusing to communicate low expectations, showing interest in schoolwork, and assisting in setting goals; (2) organization--helping teenagers organize their school work by expecting responsibility, scheduling study time, keeping track of assignments, giving the right help with homework, providing a study

on orders of 7 or more copies.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; *Child Development; Competency Based Education; Continuing Education; Core Curriculum; Family (Sociological Unit); *Infants; Inservice Education; *Parent Child Relationship; Professional Development; *Professional Education; Teaching Methods; *Toddlers

Written for faculty members, administrators, and trainers in a variety of educational settings, this publication discusses issues and offers recommendations on the preparation of professionals working with infants, toddlers, and their families. Section I identifies four key elements in the training of infant/family practitioners and describes these elements in the context of professional education. Section II discusses the relationship between training and demonstrated competence. Offering an agenda for action, Section III suggests priorities for collaborative action among policymakers, parents, educators, and professionals to improve the training of infant/family practitioners. Appendix A provides examples of promising training approaches; Appendix B lists sources of additional information. (RH)

ED 321 855 PS 018 914

Fenichel, Emily Schrag; Eggbeer, Linda
Preparing Practitioners To Work with Infants, Toddlers and Their Families: Issues and Recommendations for Parents.
National Center for Clinical Infant Programs, Washington, DC.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 90
NOTE- 34p.; A product of the Training Approaches for Skills and Knowledge (TASK) Project. For related documents, see PS 018 911-913.
AVAILABLE FROM- National Center for Clinical Infant Programs, 2000 Fourteenth Street, North, Suite 380, Arlington, VA 22201-2500 ($5.00 per copy; set of four documents, $18.00. Add $2.50 shipping and handling for 1-2 copies; add $3.50 for 3-6 copies. 10% discount on orders of 7 or more copies.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

(5) discuss strategies and tactics of intervention for social change and empowerment; (6) describe the role of local women paraprofessionals, their selection, training, and status in their communities; (7) describe the wide range of home visiting programs in Foundation-supported projects in Israel; (8) illustrate the variety of programs which can be organized outside the home in community-based early childhood projects/programs in clinics, family day care centers, parent-run cooperative nurseries, community-based preschool provision, enrichment and activity centers, and resource and training centers; and (9) discuss the Foundation's dissemination projects. Appendix 1 provides an encapsulated description of the major projects in Israel supported by the Bernard van Leer Foundation in the past and at present. Appendix 2 discusses the background to educational disadvantage in Israel. (RH)

ED 321 869 PS 018 930

Lane, Mary B.; Signer, Sheila
Creating Partnerships with Parents. Infant/Toddler Caregiving: A Guide.
Far West Lab. for Educational Research and Development, San Francisco, CA. Center for Child & Family Studies.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Child Development.
REPORT NO.- ISBN-0-8011-0878-0
PUB DATE- 90
NOTE- 104p.; For other guides in the program for infant toddler caregivers, see PS 018 931-933.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($8.25, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; Cultural Differences; Day Care; Early Childhood Education; *Infants; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Program Administration; Publicity; Separation Anxiety; Stress Variables; *Teacher Role; *Toddlers
IDENTIFIERS- *Infant Care

For use in tandem with training videotapes illustrating key

Benony, Myrtle L.
Developing Effective Classroom Management Strategies for Enhancing Self-Concept of Intermediate Alternative Education Students.
PUB DATE- Jun 90
NOTE- 43p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Modification; *Classroom Techniques; *Disadvantaged Youth; Economically Disadvantaged; Elementary Education; *Elementary School Students; High Risk Students; Intermediate Grades; Learning Centers (Classroom); Listening Skills; Nontraditional Education; Program Effectiveness; Program Implementation; *Self Concept; *Time on Task

A practicum was designed to improve the self-concepts of intermediate grade students and reduce behavior problems in their class. The practicum was implemented for 10 weeks in an alternative education class of 14 low socioeconomic status students with moderate learning and behavior problems. The three strategies employed were: (1) daily peer group discussions for the purpose of assessing behavior; (2) parent contact through daily and weekly progress reports; and (3) a system of rewards. As a result of the practicum intervention, students' negative behaviors decreased and on-task behavior improved. Teacher and students were able to go beyond negative behavior and conflict rooted in low self-esteem and get on with learning. (RH)

ED 321 884 PS 018 948

Fuller, Jane A.
Improving Social Behavior Skills of Pre-Kindergarten Children.
PUB DATE- Jun 90
NOTE- 52p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Interpersonal Competence; *Preschool Children; Preschool Education; *Private Schools; Program Descriptions; Program Implementation; *Social Behavior; *Student Improvement

A prekindergarten teacher working in a private elementary day school developed and implemented a prosocial behavior program designed to improve the social behavior of prekindergarten appended. (RH)

ED 321 900 PS 018 978

Winer, Roger T.
A Program To Improve the Social Skills of Preschool Children at a Private Day Care Center through a Problem Solving Approach.
PUB DATE- 90
NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Day Care; *Interpersonal Competence; Lesson Plans; *Preschool Children; Preschool Education; Private Education; *Problem Solving; Program Descriptions; *Prosocial Behavior; Role Playing; *Social Behavior

Over an 8-month period, a preschool teacher's aide designed and implemented a practicum study intended to improve the social skills of preschoolers in a private day care center. Lesson plans for teaching seven social skills through problem solving were created. Skills were related to entering and exiting activities without disrupting them; resolving conflict through negotiation; sharing equipment and toys; taking turns in conversation; refraining from foul or abusive language; and using polite expressions. Children were given a problem situation in the form of a story and were asked how they would behave if they were a character in the story. Teachers and children engaged in role playing in order to demonstrate prosocial behavior. Other interventions were: provision of a reason for expected behavior; direct instruction; practice; prompting; modeling; reviewing; structuring of the environment; encouragement; and large group, small group, and individualized instruction. Evaluation data indicated that outcomes were positive. Participants enjoyed the process of role playing and solving problems with varied approaches. More than three out of four observed behaviors revealed prosocial characteristics. Positive means of achieving prosocial behavior replaced previously used punitive and corrective means. Measures, examples of lessons for each objective, and other related materials are appended. (RH)

divided into five workgroups: System Framework; Access; Reimbursement; Personnel; and Coordination. These workgroups outlined the central issues in each of these subjects with five common concerns: regulatory flexibility; reimbursement and financing mechanisms; coordination; networking and community strategic planning; and the unique character of rural needs, strengths, and conditions. Sections of the report are (1) "Executive Summary"; (2) "Synopses of Guest Faculty Presentations"; (3) "Creating the Proper Environment for the Development of Rural Health Systems"; (4) "The Rural Community"; (5) "Reconfiguring the Traditional Health Care Model"; and (6) "Workgroup Reports and Public Comment." Appendices include information about programs for rural health delivery; classification of New York counties on a metropolitan-rural continuum; a list of symposium participants; and a list of agencies, associations, and councils that directly affect rural health policy and delivery systems in New York State. This report is of potential interest to educators and policymakers concerned with the quality of life in rural areas and the antecedents of student performance in schools. It may also be of interest to extension educators and those involved in interagency collaboration. (ALL)

ED 321 915 RC 017 552

La Brecque, Richard
What Types of Policies Are Required for a Constitutionally Sound, Efficient Educational System of Common Schools?
Kentucky Univ., Lexington. Coll. of Education.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Community Responsibility; *Court Litigation; Economic Change; *Educational Change; *Educational Objectives; Elementary Secondary Education; Legal Responsibility; Public Policy; Public Schools; Rural Education; State Courts; State Government; *State Legislation
IDENTIFIERS- Human Capital Theory; *Kentucky

This paper clarifies core concepts in a Kentucky judge's decision that the State General Assembly has failed to provide an efficient system of common schools. Connecting "efficiency" of educational

1-6. Attendance and guidance services were provided to the largest number of participants (44%) during the regular term, followed by reading (41%) and mathematics (28%). During the summer term, 58% of the participants were provided with reading instruction and 56% with math instruction. Transportation, nutrition services, and attendance and guidance counseling were received by more than half of the summer participants. There were 12,014 full-time equivalent staff funded by the migrant education program in the regular term and 10,753 during the summer term. Teachers outnumbered teacher aides during the summer, whereas the converse was true during the regular term. Total regular term staff experienced a 14% decline from the 1984-85 regular term, but the summer staff increased 12% over the previous summer term. The document contains about 45 tables and graphs. Appendices provide information about methodology and statistics broken down by state. (TES)

ED 321 929 RC 017 632

Gutmann, Babette; And Others
A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1985-86. Volume 2: Achievement.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 88
NOTE- 193p.; For Volume 1: Participation, see RC 017 631.
CONTRACT- 300-86-0094
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Achievement Rating; Achievement Tests; *Educational Testing; Elementary Secondary Education; Federal Programs; *Mathematics Achievement; Migrant Children; *Migrant Education; Migrant Programs; Migrant Youth; *Reading Achievement; Scores; Tables (Data)
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Migrant Education Program; States (Geopolitical Regions)

This report summarizes the achievement information provided by state educational agencies for the Migrant Education Program, 1985-86. Of the 34 states submitting achievement information for the regular term, 29 used norm-referenced tests, 10 used criterion-referenced tests, and 3 used locally developed

regional economic growth causes communities not to value education as a means of creating economic opportunities. If the effects of increased investment in human resources could be assessed adequately, community-devised employment strategies could become a key factor in solving the problem of under-utilized labor supplies. In a survey of the literature on leadership program evaluation, obstacles that are likely to be encountered are presented in this study. This paper contains 63 references. (ALL)

ED 321 941 RC 017 658

Benally, Elaine Roanhorse, Comp.; And Others
American Indian Education: A Directory of Organizations and Activities in American Indian Education. Document No. 29. Revised.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 44p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Canada Natives; Federal Programs; *Information Centers; National Organizations; *Organizations (Groups); Periodicals; *Public Agencies; *Technical Assistance

This expanded and updated edition of the ERIC/CRESS American Indian Education Directory was compiled through a telephone survey and follow-up mail survey. Sections contain entries for: (1) 20 national Indian organizations; (2) 13 national and regional programs and information centers that benefit American Indians and Alaska Natives; (3) 5 regional resource and evaluation centers that provide technical assistance and training related to Title V projects; (4) multifunctional resource centers and evaluation assistance centers providing services in 16 regional service areas under the Bilingual Education Act of 1984 (Title VII); (5) 14 state

The goal of assimilating American Indians into an alien culture seemed inevitable as superior weaponry and foreign diseases conquered the Indians. Only in the 20th century has serious consideration been given to allowing Indians to choose their own destiny. Using many excerpts from historical accounts, this book describes educational efforts by the dominant white culture to remake the native inhabitants into pseudo-Europeans and both resistance and cooperation that the Indians exhibited in reaction. In the late 19th century reformers felt that the way to get Indians to progress quickly was to detribalize and individualize them. Education in white ways was seen as a method to destroy tribal life, rid the government of its trust and treaty responsibilities, and compensate Indians for land taken from them. However, attempts at quick assimilation have often led to failure. Rapid erosion of traditional culture produced cultural disintegration, not cultural replacement. This paperback book describes American Indian education by the colonial missionaries from 1492 to 1776, through the western removal, the period of government control and mission schools following the Civil War, the Indian New Deal, and the recent period of self-determination. This book contains 178 references. (DHP)

ED 321 954 RC 017 682

Policies and Programs of the Office of Indian Education. Oversight Hearing To Review the Programs of the Principal Recipient of Federal Funds for Indian Education, the Department of Education. Hearing before the Select Committee on Indian Affairs. United States Senate, One Hundred First Congress, First Session (October 27, 1989).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- Senate-Hrg-101-422
PUB DATE- 90
NOTE- 149p.; Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *American Indian Education; American Indians; *Educational Assessment; *Educational Equity

REPORT NO.- EDO-RC-90-6
PUB DATE- Jun 90
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Case Studies; Instructional Effectiveness; *Instructional Innovation; *Instructional Materials; *Methods Research; Rural Education; *Teacher Education; Teacher Educator Education; Teacher Improvement; Teaching Methods
IDENTIFIERS- Alaska; ERIC Digests

This ERIC digest discusses the theoretical basis of case teaching and examines its strengths and limitations as a tool for teacher education. Case teaching presents authentic, concrete teaching problems for students to analyze. The study of a classroom fight, for example, might draw discussion of racial, ethical, political, and other community issues, as students consider questions faced by teachers and administrators in such situations. The case method has long been used in professional training for business, law, and medicine, but has only recently been explored in the preparation of teachers. Case method teaching provides vicarious experience of a variety of concrete cases, sharpening students' understanding of the profession. It offers models of how to think professionally about problems, and enhances teachers' ability to learn from their own experiences. The case method also illuminates human exchanges that are often the core of teaching problems, increases students' repertoire of educational strategies, and helps students learn to spot issues early. Case method teaching is, however, not a systematic means of teaching, nor do cases give students actual practice in pedagogical skills. Some faculty find it hard to locate good case-teaching materials or fear that classes can degenerate into pointless exchanges of personal opinions. The document lists sources for cases and provides pointers on instruction. It encourages teacher educators to develop their own cases that fit into a particular educational context such as an ethnic community or a rural small school. The document also includes sources of Alaska cases developed by rural educators. (TES)

Battafarano, Annette M.
Comprehensive Guide and Topical Index. Nutrition in Primary Care Series.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 85
NOTE- 23p.; For related documents, see SE 051 487-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 240-83-0094
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Dietetics; Disease Control; Health Education; *Independent Study; *Indexes; *Medical Education; Medicine; *Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. The modules were written by dieticians and nutritionists working closely with physicians. The modules were field tested and reviewed by basic and clinical science faculty in a number and variety of educational programs. The introduction to each module explains the importance of the particular topic, and the learning goals and objectives clarify what can be achieved through the study of the material. Self-checks are presented and in all cases, achievement with regard to goals can be evaluated. On the average, 45 minutes are required to complete each module. Each module includes references for the physician and for the physician to give to the patient. Also included are a number of supporting appendices. This document is the faculty guide and comprehensive index to all 26 volumes. A description of the complete series and suggestions for their use are included. (CW)

Stein, Joan Z.; Gallagher-Allred, Charlette R.

Dietary Management in Gastrointestinal Diseases. Nutrition in Primary Care Series, Number 13.

Ohio State Univ., Columbus. Dept. of Family Medicine.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 37p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Dietetics; Disease Control; Health Education; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; *Special Health Problems; Therapeutic Environment; Therapy
IDENTIFIERS- *Gastrointestinal Diseases

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge to health care providers, and in particular primary care physicians. This module is designed to familiarize physicians with the current modes of diet therapy in the treatment of gastrointestinal diseases most commonly encountered by primary care physicians. The diseases discussed include peptic ulcer disease, reflux esophagitis, gallbladder disease, lactose intolerance, diverticulosis, Crohn's disease, ulcerative colitis, and irritable bowel syndrome. Included are learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices include a list of caffeine and theobromine content in selected foods, and a list of the fiber content of selected foods. (CW)

learning goals and objectives, a self-check of achievement with regard to goals, resources for the physician and patient, and references. Appendices include calculation formulas for body composition and weight, procedures for measuring arm muscle circumference, charts of urinary creatinine and ideal weight for height, protein status evaluation criteria, an anergic metabolic profile chart, a nutrition guide, recommended daily dietary allowances, guidelines for criteria of nutritional status, a chart of the composition of oral and enteral supplements, and a logic tree for the use of feeding modules in nutritional support. (CW)

ED 322 004 SE 051 512

Crosser, Gail Hoddlebrink; Molleson, Ann L.

Questions about Common Ailments. Nutrition in Health Promotion Series, Number 26.

Ohio State Univ., Columbus. Dept. of Family Medicine.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

PUB DATE- 85

NOTE- 47p.; See SE 051 486 for "Comprehensive Guide and Topical Index" to Modules 1-26. See SE 051 487-502 for Modules 1-16, "Primary Care Series" and SE 051 503-512 for "Nutrition in Health Promotion" series.

CONTRACT- 240-83-0094

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Dietetics; Disease Control; Health Education; Higher Education; Independent Study; *Medical Education; Medicine; *Nutrition; *Nutrition Instruction; *Patient Education; Physiology; Preventive Medicine; Science Education; *Special Health Problems

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition-related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module provides

remarkable advances have been made by lesbians and gay men in the past 20 years. Further research and education in this important area of social policy is needed. (DB)

ED 322 017   SO 020 538

Hardy, Donna Dee
The Music of the Amish: Constancy Amidst Early Turmoil.
PUB DATE- 89
NOTE- 34p.; Some photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Cultural Background; Cultural Traits; Culture; *Folk Culture; Higher Education; *Hymns; Minority Groups; Music Activities; *Oral History; Religion; Religion Studies; *Religious Cultural Groups; *Subcultures; Womens Studies
IDENTIFIERS- *Amish (Old Order); Mennonites

Amish music has its roots in Mennonite history and music. To study a selected piece of Amish music, one should first understand the heritage of the music that demonstrates the constancy of the Amish traditions. With that in mind, a brief history of the Mennonites and Amish is offered including information about their music. The Mennonite hymn book, the "Ausbund," is believed to have appeared in 1564 and is still used today by the Old Order Amish. A description is given of the Amish church service, which includes the singing of four hymns in High German. Because visitors are rarely allowed to attend an Amish service and are not allowed to record the music of the service in any way, a transcription is offered of the hymn "Lebt freedsam, sprach Christus" as recorded by 12 Old Order Amish in Ames, Iowa on February 8, 1943, for the Library of Congress. The appendices contain the text of the "Hymn of Discipleship," information on sources of inspiration for hymn texts, a facsimile title page of the "Ausbund," and photocopied photographs of Amish homesteads and other buildings. A 26-item bibliography also is included. (JB)

Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0786-2
PUB DATE- 88
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Foreign Countries; Geography; Grade 7; Grade 8; Grade 9; Instructional Materials; *Junior High Schools; Learning Activities; Secondary Education; Social Change; *Social Studies; Student Educational Objectives; World Affairs
IDENTIFIERS- Manitoba

This publication contains curriculum guides for social studies courses in the seventh, eighth, and ninth grades. Each course is divided into several units which are organized in the following manner: overview; focusing questions; topic objectives; materials; and suggested activities. The grade 7 course, "Canada: An Overview," is geographic in orientation, and is divided into four units: Unit I, "The Physical Environment and the Local Community"; Unit II, "The Physical Environment in the Canadian Context"; Unit III, "The Physical Environment and World Development"; Unit IV, "The Finiteness of World Resources." The grade 8 course, "Changes Through the Ages: An Overview," aims to develop students' understanding of changes that people and their societies have undergone over the ages. It is divided into five units: Unit I, "Basic Human Needs Through the Ages"; Unit II, "Transportation"; Unit III, "Educating Societies Through the Ages"; Unit IV, "Social Structures Through the Ages"; Unit V, "Inventors and Discoveries." The grade 9 course, "Canada and the World: An Overview," is designed to develop students' understanding of how Canada's participation in world affairs grew during this century and how this involvement strengthened Canada and Canadians. There are five units in this program: Unit I, "Canada: An Overview"; Unit II, "Canada's Multicultural Heritage"; Unit III, "The Political, Legal and Economic Processes in Canada"; Unit IV, "Canada in World Affairs"; Unit V, "Canada and the Third World." A list of resources is included for each grade. (DB)

ED 322 033 SO 020 998

Scott, Nancy

scores. The results indicated that there was a significant difference in the achievement level between the control group and the experimental group. The transfer of learning of historical fiction concepts was seen at a much higher level in the experimental group, based on those students' higher scores on the writing process test. Appendixes describing the research instrument, lesson plans, statistical computations, and support material are included as well as a 39-item bibliography. (Author/DB)

ED 322 048 SO 030 077

Cushner, Kenneth
Evaluating a Culture-General Assimilator through the Orientation of AFS Students to New Zealand.
AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.
REPORT NO.- AFS-RR-34
PUB DATE- Dec 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Adolescents; *Cross Cultural Training; Cultural Pluralism; Educational Research; *Exchange Programs; Foreign Countries; Foreign Culture; Higher Education; High School Students; Intercultural Communication; Intercultural Programs; International Organizations; International Programs; Multicultural Education; Research Reports
IDENTIFIERS- *New Zealand

Designed to assess the impact of an approach to aid assimilation of exchange students from a number of different countries into a wide variety of cultures, this study looked at the adjustment of adolescent exchange students who lived in New Zealand for a year. A culture-general assimilator in the form of a programmed textbook was used to introduce concepts relevant to intercultural interaction and adjustment. Unlike other assimilators that have typically been culture-specific, the culture-general format used in this study was designed to introduce individuals to relevant issues in intercultural interaction and adjustment regardless of the cultural groups involved. It was found that students trained with the culture-general assimilator were better able to identify dynamics that mediated cross-cultural interaction and the process of adjustment, and to apply concepts of cross-cultural interaction current bibliography of books on labor, and a film guide is included. (NL)

ED 322 064 SO 030 096

National Endowment for the Humanities: 24th Annual Report.
National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 194p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Books (010)
DESCRIPTORS- Annual Reports; Federal Programs; *Grants; *Humanities; Humanities Instruction; *Public Agencies
IDENTIFIERS- *National Endowment for the Humanities

The National Endowment for the Humanities was established in 1965 as an independent, grant-making agency of the U.S. government. The Endowment supports scholarly research, education, and public programs in the humanities. This report lists federal funds obligated for grants made in fiscal year 1989 through the Endowment's five divisions: Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs; and two offices: the Office of Challenge Grants and the Office of Preservation. Grant listings are preceded by a brief introduction describing the nature and purposes of the programs administered by each division. The grants themselves are listed in alphabetical order according to each grant-making program. Among the other materials presented in the report are a list of Endowment panelists in fiscal year 1989, the recipients of the Charles Frankel Prize, and the financial report for fiscal year 1989. (DB)

ED 322 065 SO 030 098

Geography in the Middle School: A Compendium of Lesson Plans for Social Studies and Other Subject Areas.
Maryland Geographic Alliance, Baltimore.

special needs students are being felt now more than ever. Regular classroom teachers are responsible for much of the instruction for special needs students, even though they may lack necessary training in effective teaching techniques. Teachers of social studies may feel especially unprepared to deal with the needs of the disabled reader. This digest provides teachers with information and resources for differentiating social studies instruction for students with reading difficulties. Three questions are addressed: (1) Who is the disabled reader? (2) What are the special needs of disabled readers? and (3) What strategies can be used to teach social studies to disabled readers? (DB)

ED 322 081 SO 030 136

Stoltman, Joseph P.
Geography Education for Citizenship.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Social Science Education Consortium, Inc., Boulder, Colo.; Social Studies Development Center, Bloomington, Ind.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-329-2
PUB DATE- 90
NOTE- 102p.
CONTRACT- RI88062009
AVAILABLE FROM- Publications Manager, Social Studies Development Center, Indiana University, 2805 E. 10th Street, Bloomington, IN 47408-2698.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Citizenship; *Citizenship Education; Competence; *Curriculum Development; Elementary School Curriculum; Elementary Secondary Education; Geography; *Geography Instruction; Secondary School Curriculum; Social Studies; State Curriculum Guides; Student Educational Objectives

Through its approach to knowledge and issues, geography education makes a significant contribution to the development of citizenship

ED 322 096 SP 032 389

Sage, George H.
Power and Ideology in American Sport. A Critical Perspective.
REPORT NO.- ISBN-0-87322-286-5
PUB DATE- 12 Apr 90
NOTE- 256p.
AVAILABLE FROM- Human Kinetics Books; Dept. 514, Box 5076, Champaign, IL 61825-5076 ($30.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Capitalism; *Consumer Economics; *Political Power; *Power Structure; *Social Control; Socioeconomic Influences; Sport Psychology

This book offers a critical perspective in examining how the dominant power interests influence sport and its role in society. It provides insights into how government, big business, the mass media, and educational institutions gain and maintain power and wealth while sport participants and spectators look to sport for enjoyment, creative expression, and stress reduction. It is emphasized that an alliance of the most powerful, wealthy, and influential people in a number of areas has the most opportunity for molding values, beliefs, and practices in their own interests. Following are the titles of the book's chapters: (1) "A Sociological Perspective of Sport"; (2) "Social Images and Sport"; (3) "Class, Gender, and Racial Stratification and Sport"; (4) "Sport and the State: The Political Economy of American Sport"; (5) "Commercialization of Sport"; (6) "Mass Media and Sport: Managing Images, Impressions, and Ideology"; (7) "The Professional Team Sport Industry"; (8) "Power and Ideology in Intercollegiate Sport"; (9) "Building Character through Sport"; and (10) "Resistance and Transformation in Sport." (JD)

ED 322 097 SP 032 390

generate their own curriculum and be motivated to learn in the process. Through such collaboration, change toward more democratic schools becomes more likely. (JD)

ED 322 112 SP 032 471

Handler, Marianne G.
A Computer Coordinator's Network: Filling a Collegial Void.
PUB DATE- 11 May 90
NOTE- 14p.; Paper presented at the Technology and Teacher Education Conference (Greenville, NC, May 11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Science; Elementary Education; *Resource Teachers; *Shared Resources and Services; *Social Networks; Social Support Groups; *Staff Development

The rapid growth of computers in schools has brought about the equally rapid growth of persons to coordinate computer education programs and work with teachers and students. For these persons there is often a "collegial void," a lack of others with whom to share ideas and concerns. The purpose of this paper is to describe the development and evaluation of a computer coordinators' network, designed to provide support for teachers who have responsibility for computer education in elementary schools of their district. This collaborative environment allowed for persons with similar responsibilities to discuss and reflect upon common concerns and problems. The value of networking as a form of staff development is demonstrated. Recommendations related to planning, organization, structure, and on-going activities of the group are discussed in the paper. (Author)

ED 322 113 SP 032 477

Alexander, Marion J. L.
Tissue Mechanics and Its Relationship to Athletic Injury Prevention.

Stader, Ellen; And Others
Expert and Novice Teachers' Ability To Judge Student Understanding.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Body Language; *Comprehension; Elementary Education; *Facial Expressions; *Student Evaluation; *Teacher Response; Teacher Student Relationship

Four studies were conducted on how well teachers at various stages of development can decode a student's nonverbal behavior, particularly that which communicates a lack of comprehension. Participants in the studies were novice (n=9), advanced beginner (n=10), and expert (n=10) elementary school teachers. In the first study, the teachers viewed a tape, without sound, showing fourth-grade students responding to a test. The teachers were informed that the test items were designed to elicit problem-solving behavior, that the students had the ability to accurately assess what they did and did not know, and that the students were chosen because they might emit accurate nonverbal clues as to whether or not they had comprehended the question being asked. Study 2 focused on assessment of students' past performance as well as on nonverbal clues; study 3 repeated the test using as interpreters only the children who appeared in the tapes; study 4 used two preservice classes of teachers and sought information on how experience with children in social situations and self-ratings of social intelligence might affect performance. The major findings were that accuracy in decoding student comprehension from nonverbal clues is trainable and that classroom experience and knowledge of the child's personality, typical behavior, and past performance increase the accuracy of a teacher's assessment of a child's nonverbal behavior. (JD)

ED 322 128 SP 032 519

Westerman, Delores A.
A Study of Expert and Novice Teacher Decision Making: An Integrated Approach.
PUB DATE- Apr 90
NOTE- 23p.
LANGUAGE- English

DESCRIPTORS- Athletics; *Body Composition; *Cardiovascular System; Elementary Secondary Education; Exercise; Foreign Countries; Health Promotion; *Muscular Strength; Physical Education; *Physical Fitness; *Tests

This manual outlines physical fitness tests that may be used in the schools. The tests are based on criterion standards which indicate the levels of achievement at which health risk factors may be reduced. Test theory, protocols, and criterion charts are presented for: (1) muscle strength and endurance, (2) body composition, (3) flexibility, and (4) cardiovascular endurance. Graphs illustrate the desirable levels of achievement for these tests as well as levels which indicate a need for improvement. A sample student evaluation card and class composite record are included as well as a glossary of terms. (JD)

ED 322 143 SP 032 554

Solomon, Ruth, Ed.; And Others
Preventing Dance Injuries: An Interdisciplinary Perspective.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.
REPORT NO.- ISBN-0-88314-425-5
PUB DATE- 90
NOTE- 351p.
AVAILABLE FROM- AAHPERD Publication Sales Office, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Dance; *Exercise Physiology; Health Promotion; *Injuries; *Musculoskeletal System; Plyometrics; *Prevention; *Sports Medicine

This book on the interdisciplinary nature of dance medicine as an emerging field of inquiry contains the following chapters: (1) "A Comparison of Patterns of Injury in Ballet, Modern, and Aerobic Dance" (Marie Schafle, And Others); (2) "Pronation as a Predisposing Factor in Overuse Injuries" (Steven R. Kravitz); (3) "Some Common Foot and Ankle Injuries in Dancers" (Richard N. Norris); (4) "Knee Problems in Dancers" (Carol C. Teitz); (5) "Biomechanical Considerations in Turnout" (Karen Clippinger-Robertson); (6) "Spinal Problems in the Dancer" (Elly Trepman, And Others); (7) "Stress Fractures in Dancers" (Lyle J. Micheli and Ruth Solomon); (8) "Physical Screening of the Dancer:

This paper suggests remedies for the various testing practices that contribute to artificial achievement gains, including improvements in the areas of: test security, test administration, test materials and reporting, test monitoring, and test publisher/company liability. Recommendations are presented in a "model legislation" format in order to facilitate implementation. For purposes of this paper, "tests" are defined as any group-administered achievement or criterion-referenced test, administered either by the State Department of Education or district and county boards of education that is compiled into class, school, district, or state aggregate scores. A 21-item list of references is included. (RLC)

ED 322 156 TM 015 242

McMillen, Marilyn M.; Gerald, Elizabeth
Characteristics of Private Schools: 1987-88. E.D. TABS.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-080
PUB DATE- Apr 90
NOTE- 38p.; Data Series: DR-SAS-87-88-2.1.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; Elementary Secondary Education; Enrollment; *Institutional Characteristics; *National Surveys; Parochial Schools; *Private Schools; *School Statistics; School Surveys; Statistical Data; *Tables (Data); Tuition
IDENTIFIERS- *Schools and Staffing Survey (NCES)

Ten tables presenting national data on private schools are provided. Data were collected using the Private School Questionnaire, which is one of seven questionnaires comprising the 1987-88 Schools and Staffing Survey developed by the United States Department of Education's National Center for Education Statistics. The survey, conducted by the Bureau of Census, began with a February mailing of the questionnaire to 3,513 administrators of private schools in the school sample, which was selected primarily from the Quality Education Data file on private schools. A follow-up questionnaire mailing and subsequent telephone follow-up were conducted for non-respondents. The tables provide data for 1987-88 on the orientation, tuition amount, programs and services offered, admission criteria, religious denomination, association membership, number of private schools, enrollment by grade level, validation. A major drawback was the amount of computer run time needed to do maximum likelihood factor analysis. Four data tables and one flowchart are provided. (Author/TJH)

ED 322 169 TM 015 290

Oescher, Jeffrey; Kirby, Peggy C.
Assessing Teacher-Made Tests in Secondary Math and Science Classrooms.
PUB DATE- Apr 90
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; High Schools; Inservice Teacher Education; Item Analysis; *Mathematics Tests; *Science Tests; *Secondary School Teachers; *Teacher Made Tests; *Test Construction; Test Format; Test Interpretation

A model for use in identifying assessment needs in association with teacher-made mathematics and science tests at the secondary level was developed. The model focuses on the identification and narrowing of discrepancies between teachers' perceptions of their testing practices and actual practice. All 19 math and 16 science teachers at a 4-year high school in a mixed suburban/rural school district participated in the project. Subjects' involvement consisted of completing a brief survey instrument and supplying their most recently administered unit or quarter test. Data from 35 questionnaires and 34 tests containing more than 1,400 items were analyzed. Results cover the nature of classroom assessment, characteristics of teacher-made tests, item formats, cognitive levels treated, quality of items, and teachers' confidence in testing skills. Topics identified as important for inclusion in in-service activities for teacher test construction are the use of tables of specifications, development of higher order items, item formatting, and the empirical analysis of test results. Instruments developed during the study--the Test Analysis Guide and Teacher Testing Questionnaire--are provided. Three data tables and two bar graphs are included. (TJH)

English. Data for 12,440 male and 10,532 female examinees were analyzed. The tendency to avoid guessing was measured by the proportion of two types of unanswered items: unreached items, and omitted items. A factor analysis using VARIMAX rotation indicated a strong two-factor structure, in which all indices based on omitted items loaded on the first factor and all indices based on unreached items loaded on he second factor. An analysis of covariance with the corrected-for-guessing scores as a covariate indicated that all three effects and paired interactions were significant. The examination year appeared to have the strongest effect on the proportion of omitted items, while the language-version seemed to affect the proportion of unreached items most strongly. The gender effect was not found to be as strong as were the other two main effects. Three data tables are included. (RLC)

ED 322 182 TM 015 338

Hall, William C.
Managing Commercial Educational Research.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
REPORT NO.- ISBN-0-86397-070-2
PUB DATE- 90
NOTE- 86p.
AVAILABLE FROM- TAFE National Centre for Research and Development Ltd., 252 Kensington Road, Leabrook, South Australia 5068.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Research; Foreign Countries; *Proposal Writing; *Research Administration; Researchers; Research Methodology; Research Projects
IDENTIFIERS- Academic Research; Australia; *Commercial Educational Research

This manual discusses major differences between academic and commercial educational research (CER) and provides suggestions to help researchers who want to conduct CER. The paper is based on the experiences of the TAFE National Center for Research and Development Ltd in Leabrook (Australia). Focus is on describing how to apply for grants and how to manage CER projects. Topics include: steps involved in making a submission or proposal to conduct CER, the research methodology, budgeting and scheduling the research can be modeled or placed in a set of understandings. Researchers and teachers should look for patterns over time that might give them a sense of the structures of the children/students with whom they work. Although knowing is unpredictable, the hope and aim of cognitively guided instruction is not a lost cause. Educators cannot seek to cause things by instruction, but to provide experiences (and evaluations), which show their regard for children as individuals, recognize the complexities of their structure, and point them in potentially useful directions. (RLC)

ED 322 195 TM 015 386

Assessment of Student Performance Based on Utah's Core Curriculum: A Handbook.
Utah State Office of Education, Salt Lake City.
PUB DATE- Mar 88
NOTE- 51p.; Prepared by the Core Curriculum Assessment Planning Committee.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Core Curriculum; Elementary Secondary Education; Graduation Requirements; Performance; Standardized Tests; *State Programs; State Standards; *Testing Programs
IDENTIFIERS- *Curriculum Based Assessment; Utah

This handbook is designed to help Utah educators implement student assessment procedures that are in harmony with the State graduation requirements of 1984, which identify implementation and assessment of student achievement as the responsibilities of local boards of education. The State graduation requirements and programs of study allow considerable flexibility for school districts and teachers in choosing assessment techniques to measure student performance in relation to the core curriculum. This handbook provides a set of strategies for educators and a conceptual framework to assist administrators and teachers in implementing the assessment provisions of the elementary and secondary programs of study and graduation requirements. Topics include: critical components for assessment of student progress in relation to core curriculum objectives, components necessary for measuring individual student performance in relation to core curriculum objectives, approaches for measuring student performance based on the core curriculum, two-thirds of all community college employees were faculty; (3) except for fluctuations in the number of part-time faculty, staffing levels remained relatively stable since 1978; (4) 40% of the community college faculty taught full-time, and one-third of these faculty members also taught an overload assignment; (5) since 1981, the student/faculty ratio in the California community colleges varied between a high of 30:1 in 1981 and a low of 27:1 in 1985; (6) in 1987-88, the average full-time instructor earned $40,047, reflecting a rate of growth in salaries not in pace with that at either the University of California or the California State University; (7) part-time faculty were paid at an hourly rate averaging $27 during fall 1987, and earned about $1,400 for teaching a three-unit semester class; and (8) in 1987, racial and ethnic minorities comprised one-seventh of California community college faculty, nearly one-fourth of administrators, and one-third of classified staff. (JMC)

ED 321 816 JC 900 412

Dickson, C.; Garber, M.
Strategic Plan for Student Placement Services. Preliminary Report.
Mohawk Coll. of Applied Arts and Technology, Hamilton (Ontario).
PUB DATE- Jun 90
NOTE- 46p.; Appendix 4, "placement services reports," not included with document.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; *Career Counseling; *Career Information Systems; Career Planning; Community Colleges; Foreign Countries; Intercollegiate Cooperation; *Job Placement; Mission Statements; Organizational Objectives; Questionnaires; *School Business Relationship; School Community Relationship; Student Employment; *Student Personnel Services; Student Personnel Workers; Two Year Colleges; Vocational Education

A proposal is presented for the integration and consolidation of Student Placement Services with the Co-operative Education Division at Mohawk College in Ontario. Developed in response to an announcement by the Canadian Employment and Immigration Commission that it would withdraw all support for student placement services at the college by 1991, the proposal contains a mission statement, an outline of the program's seven objectives including

Assembly Bill 1725 requires that the Board of Governors of California Community Colleges, relying upon the advice of the Academic Senate, prepare and maintain a list of disciplines that are "reasonably related" to one another, as well as a list of disciplines in which the master's degree is not generally available or expected of prospective teachers of credit courses. The Board adopted initial lists of disciplines in both areas at its July 1989 meeting. This document presents the recommendations of the statewide Academic Senate regarding changes to the previously adopted lists of disciplines. Generally, the report suggests technical and clarifying revisions. It also adds several new disciplines to the list of disciplines requiring a master's degree (including Agriculture, Ecology, Gerontology, and Linguistics) and adds a few disciplines to those in which a master's degree is not generally expected or available, including Animal Training and Management, and Search and Rescue. (GFW)

ED 321 829 JC 900 430

Johnson County Community College Master Plan, 1990-1991.

Johnson County Community Coll., Overland Park, Kans.

PUB DATE- 90

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *College Planning; *College Role; *Community Colleges; Cultural Enrichment; Educational Finance; Enrollment Projections; Faculty Development; Financial Support; *Institutional Mission; Instructional Improvement; Labor Force Development; Master Plans; Mission Statements; *Policy Formation; School Business Relationship; School Community Relationship; Two Year Colleges

Following a message from the president of the college and a review of the college's mission, this master plan for Johnson County Community College presents a series of six challenges facing the college and the policy directions and responses which the college has prepared to deal with these challenges. Each response is followed by a series of concrete steps towards meeting the particular challenge. The first challenge, providing high-quality instruction, is met with the response of assuring academic excellence along with access, which includes encouraging non-traditional instruction and increasing partnerships with place, providing materials for organizing work, and supporting 100 percent attendance; (3) teamwork--communicating with and participating in the school and its programs, encouraging teamwork between the home and school; and (4) coping with challenges--staying friends with teenage children, becoming involved in parent support groups, monitoring eating and sleeping habits, evaluating the value of television, keeping extracurricular activities in perspective, monitoring the noise level in the home, and weighing the benefits of part-time employment. (RH)

ED 321 842 PS 018 851

Hobbs, Frank; Lippman, Laura

Children's Well-Being: An International Comparison. A Report of the Select Committee on Children, Youth, and Families. One Hundred First Congress, Second Session together with Additional Minority Views. Committee Print.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- Mar 90

NOTE- 143p.; This document consists almost entirely of a reprint of a report prepared by the Bureau of the Census, Center for International Research, for the National Institute of Child Health and Human Development. Republican minority views are appended (p.137-149).

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06673-3, $4.75).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Child Health; *Children; Comparative Analysis; Demography; Divorce; Educational Attainment; *Family Characteristics; Global Approach; *Individual Characteristics; Labor Force; Marriage; Socioeconomic Status; Statistical Data; Tables (Data); *Well Being; Youth Employment

IDENTIFIERS- Congress 101st; Family Formation

This report presents international statistics on the status of children and families, and thus updates a 1988 fact sheet containing international comparisons of public policies promoting the well-being of children and families. Included in the report are data on basic demographic trends, family composition and marital dissolution, the economic status of children, health, education,

Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; *Child Development; Continuing Education; Family (Sociological Unit); *Infants; Inservice Education; *Parent Child Relationship; Parent Materials; Parent Role; Policy Formation; Professional Development; *Professional Education; *Toddlers

Addressed to parents, this publication discusses issues and offers recommendations on the preparation of providers of services to infants and their families. Section I discusses parents as consumers of infant/family services. Section II discusses parents as leaders in policy development, including policies affecting the training of infant/family practitioners. Section III discusses parents as trainers of infant/family practitioners. Providing an agenda for action, section IV suggests priorities for collaborative action among parents, policymakers, educators, and professionals to improve the training of those who work with infants, toddlers, and their families. An appendix lists resources for further information. (RH)

ED 321 856 PS 018 915

Mazur, Elizabeth
The Development of Children's Understanding of Marriage and Divorce.
PUB DATE- Jun 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Jean Piaget Society (20th, Philadelphia, PA, June, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Comprehension; *Divorce; Elementary Education; *Elementary School Students; *Family Influence; Family Structure; Individual Development; *Marriage

The hypothesis was investigated that, in a structured interview, older children and children from divorced families would express more complex, abstract, and integrated reasoning about marriage and divorce than younger children and children in intact families. It was further hypothesized that children with divorced parents would reach a more complex understanding of family relationships than children whose parents have not separated. Subjects were 119 children between the ages of 5 and 10 in kindergarten and the second and fourth grades. Children were asked both open- and close-ended questions about five main themes in reference to a

concepts and caregiving techniques, this guide discusses ways to establish and nurture the partnership between caregivers and families of infants and toddlers in child care. Special attention is given to issues which may cause tension between caregivers and parents, such as bonding and separation, family stress, and cultural differences. Section 1 discusses the establishment of caregiver-parent partnerships. Section 2 describes ways of helping parents deal with separation in child care. Section 3 presents ways to publicize a child care program. Section 4 focuses on listening and responding to families' needs. Section 5 considers the family in its culture, through discussions of establishing communication, supporting cultural diversity, discomfort about differences, shared experiences and goals, and the challenge of diversity. Section 6 describes the process of involving parents in the program. Discussion focuses on setting the stage for parent participation, parent involvement in center and home programs, parent involvement in centers with large programs, teenage parent involvement, questions about parent involvement, activities for parents and children, and parents' contributions to the program. Sections 7, 8, and 9 discuss conducting business with families, helping families under stress, and handling difficult issues, such as the mistreatment of children. Each section includes lists of points for caregivers to consider and suggested resources. (RH)

ED 321 870 PS 018 931

Lally, J. Ronald; Stewart, Jay
Setting Up Environments. Infant/Toddler Caregiving: A Guide.
Far West Lab. for Educational Research and Development, San Francisco, CA. Center for Child & Family Studies.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Child Development.
REPORT NO.- ISBN-0-8011-0879-9
PUB DATE- 90
NOTE- 74p.; For other guides in the program for infant toddler caregivers, see PS 018 930-933.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($8.25, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

students. The program focused on decreasing the incidence of 10 behaviors: (1) pouting; (2) hitting; (3) yelling indoors; (4) interrupting; (5) whining; (6) ignoring others; (7) tattling; (8) teasing; (9) destructive behavior; and (10) poor table manners. A target group of 15 students was chosen. To change the children's behavior, the teacher implemented a 10-week program involving modeling, coaching, and spontaneous encouragement of prosocial behavior. Evaluation data revealed that students in the target group adjusted antisocial behaviors in all categories as measured with a checklist. The intervention successfully decreased seven inappropriate behaviors by more than 50 percent. Three behaviors--poor table manners, ignoring others, and yelling indoors--were decreased by less than 50 percent. Measures and materials are appended. (RH)

ED 321 885 PS 018 949

Schofield, Betty D.
Improving Attendance of Kindergarten Students through Behavior Modification Techniques.
PUB DATE- Jun 90
NOTE- 56p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attendance Patterns; *Behavior Modification; *Kindergarten Children; Parent Participation; *Parent Teacher Cooperation; Primary Education; Program Effectiveness; Program Evaluation; Program Improvement; Self Esteem

A behavior modification program was implemented to improve attendance and punctuality patterns of kindergarten students attending a small, rural elementary school. Also incorporated into the intervention were self-esteem and parent involvement components. Motivational strategies used were: a token economy; group-oriented behavior management techniques; high-interest; small group activities; and verbal and nonverbal approval responses. Success was assessed by pre- and post-implementation comparison of attendance data. Results indicated that attendance patterns can be affected by teacher-parent cooperation. Related materials are appended. (Author/RH)

ED 321 901 PS 018 980

Yeatts, Karol L.
Establishing an Affective School Environment To Enhance Character Development in Pre K-3rd Grade Students Using Storytelling Techniques.
PUB DATE- 90
NOTE- 77p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Behavior; *Classroom Environment; *Elementary School Students; *Emotional Development; *Individual Development; Instructional Materials; *Preschool Children; Preschool Education; Primary Education; Program Descriptions; Program Implementation; *Socialization; Student Improvement
IDENTIFIERS- *Character Education

During an 8-month period, a primary school teacher designed and implemented a practicum study intended to socialize children in prekindergarten through 3rd-grade classes to be cooperative, responsible, and achieving individuals. Primary goals of the practicum were to develop a nurturing affective environment, enhance character development, decrease behavioral problems, and enhance home and school relations. A literature review provided: (1) evidence of the importance of an affective environment for the enhancement of character development; and (2) suggestions for establishment of such an environment. The effort to establish a positive, nurturing affective environment involved getting support from school administration and the Parent Teacher Association, writing a proposal for an education grant to purchase education materials, arranging teacher in-service and peer-teacher support activities, and providing teachers with suggestions, activities, and support. Practicum evaluation data indicated effectiveness in improving character development and decreasing behavior problems. An emphasis on story writing and story telling resulted in over 600 works by students. Questionnaires and other measures, instructional materials, and additional materials used in the practicum are appended. (RH)

ED 321 902 PS 018 981

systems to "equality of educational opportunity," the paper argues that the realization of a constitutionally sound, efficient system of public elementary and secondary schools requires that policymakers extend their attention beyond changes in the school system. Kentucky policymakers should concern themselves with out-of-school social policies that will strengthen the socialization function of the family. And, even more importantly, they must focus on the need for fundamental social change. Such changes will require new, integrated relationships among businesses and industries, federal and state governments, and local communities. These relationships should aim at the development of a full-employment economy devoted to the production and availability of quality goods and services to meet basic human needs. (TES)

ED 321 916 RC 017 615

Wierzba, Joan D.
Bridging the Gap: Counselling Strategies in a Cross-Cultural Context.
PUB DATE- Oct 89
NOTE- 15p.; Paper presented at the National Symposium on Aboriginal Women of Canada (Lethbridge, Alberta, Canada, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Counseling; *Counseling Effectiveness; Counseling Techniques; *Counselor Attitudes; Counselor Characteristics; Counselor Client Relationship; *Cultural Awareness; Cultural Differences; Culture Conflict; Females; Foreign Countries; Social Values; *Values
IDENTIFIERS- Canada

Cultural awareness enlarges the world view of traditional counseling methodologies that teach that the dominant society's values are the healthy norms to use in assessing and assisting ethnic groups. A dominant society counselor or therapist can be more effective in helping members of other groups by utilizing self-awareness and developing a degree of understanding of and respect for the client's cultural environment and perceptual framework. Values and beliefs of various native groups are different, just as a sharp distinction within the dominant culture exists between urban and rural lifestyles and values. Understanding the major Pan-Indian values in relationship to equivalent contemporary dominant values will enable the counselor to delineate

instruments. Of the 15 states submitting achievement information for the summer term, 6 used norm-referenced tests, 8 used criterion-referenced tests, and 6 used locally developed instruments. All states that submitted data tested reading and mathematics; 17 tested language arts. Several factors preclude a precise national estimate of the achievement of migrant education participants: (1) the variety of test types and range of test measures used; (2) under-testing of currently migrant students because of their mobility and language deficits; (3) incompatibility of standardized testing with the short-term basis of many migrant projects or the cyclical patterns of migrant movement; and (4) the inadequacy of reading and mathematics tests as measures of the impact of highly diversified programs. Individual sections for the District of Columbia, Puerto Rico, and all states except Hawaii describe the services delivered to migrant students, and, where applicable, provide information on achievement testing and tables of test results. Appendices describe the methodology used, and summarize data by grade and by grade-span for migrant students in those states that use a norm-referenced model of achievement gain and express regular term achievement results in normal curve equivalent scores. This report contains 81 data tables. (SV)

ED 321 930 RC 017 633

Nguyen, Thuha; And Others
A Summary of Participation and Achievement Information as Reported by State Migrant Education Programs for Fiscal Year 1985. Volume 1: Participation.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 87
NOTE- 104p.; For Volume 2: Achievement, see RC 017 634.
CONTRACT- 300-85-103
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Migrant Children; *Migrant Education; *Migrant Programs; Migrant Youth; Program Descriptions; School Statistics; Staff Utilization; State Programs; Student Characteristics; *Student Participation; Summer

Indian education organizations; (6) state department of education staff responsible for American Indian education in all 50 states; (7) 7 American Indian journals; and (8) relevant Congressional committees. Most entries include address, phone number, and contact person; some contain a short description. (SV)

ED 321 942 RC 017 659

Abuse: You Don't Have To Live That Way.
Step by Step, Ripley, WV.
PUB DATE- 90
NOTE- 17p.
AVAILABLE FROM- Step by Step, P.O. Box 510, Ripley, WV 25271-0510.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Adolescents; *Child Abuse; *Family Violence; Incest; *Sexual Abuse; State Legislation; Youth Agencies
IDENTIFIERS- West Virginia

This issue, containing a special report on abuse, contains stories by sexually abused youth and an abusing parent. The stories emphasize the difficulty children have being believed when they finally decide to share their problems; the difficulties they have getting help; and the fact that, even if the abuse is stopped, there are no simple, happy endings. Interspersed among the true stories are suggestions for getting help when one is in an abusive situation, both from West Virginia agencies and from national hotlines. Books about abuse are suggested. Also included is a report on teen input into a bill on predispositional diagnostic groups, which will affect the placement of every child who becomes part of the West Virginia welfare system. Youth participants sponsored an amendment to make child and parent participation in the child placement team mandatory. (DHP)

ED 321 943 RC 017 660

(Finance); Educational Finance; *Educational Policy; *Federal Indian Relationship; Federal Legislation; Government Role; Hearings; Legal Responsibility; Primary Sources; Program Effectiveness; *Resource Allocation
IDENTIFIERS- Congress 101st; Impact Aid; Office Of Indian Education; *Office Of Indian Education Programs

This document contains the text of a Senate hearing to review policies and programs of the Office of Indian Education, and other federal Indian programs. Testimony is offered on the status of Indian education, federal regulations and allocations, Impact Aid, adult and vocational education, vocational rehabilitation, science improvement, and bilingual programs. Statements are given by Lorena Bahe, executive director of the Association of Navajo Community-Controlled School Boards, Window Rock, Arizona; Roger Bordeaux, executive director, Association of Community Tribal Schools, Vermillion, South Dakota; Karen Funk, legislative analyst with the National Indian Education Association; Jo Jo Hunt, executive director of the National Advisory Council on Indian Education; Daniel F. Bonner, acting assistant secretary, Department of Education; Thomas Corwin, director of Elementary, Secondary, and Vocational Analysis Division in the Office of Planning, Budget, and Evaluation; and Neal A. Shedd, acting director of the Office of Indian Education. Prepared statements are appended along with additional material, including Department of Education responses to questions submitted by the committee. The questions and responses are primarily an effort to assess the effectiveness of federal Indian education programs. (TES)

ED 321 955 RC 017 683

Carl D. Perkins Vocational Education Act. Hearing before the Select Committee on Indian Affairs on S. 496 To Amend the Carl D. Perkins Vocational Education Act To Establish a Program of Grants for Vocational-Technical Training and To Encourage Tribal Economic Development, To Provide for the Designation of the National Indian Center for Research in Vocational-Technical Training. United States Senate, One Hundred First Congress, First Session (September 15, 1989).
Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
REPORT NO.- Senate-Hrg-101-423
PUB DATE- 90
NOTE- 123p.; Some pages contain very small or broken type.

Ferrell, Susan
Adult Literacy Programs in Rural Areas. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-90-70
PUB DATE- Jun 90
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Economic Development; Educational Objectives; *Educational Strategies; Functional Literacy; High School Equivalency Programs; Literacy Education; Program Effectiveness; Rural Areas; Rural Development; *Rural Education
IDENTIFIERS- Equality (Social); ERIC Digests

This ERIC digest examines states' goals of rural literacy programs and the types of programs that have proven effective in the past. It includes several definitions of literacy applied by effective rural literacy programs. It also examines the conditions that support or limit widespread influence of effective programs in rural areas. The level of concern about adult literacy in rural areas varies with economic, social, and political differences. Literacy programs vary with the definitions of literacy those areas adopt. Goals for adult literacy programs may include promoting economic productivity, increasing social equity, or stimulating political change. Competency-based programs generally define literacy as the minimum skill required for a high school diploma. Volunteer programs serve adults whose reading achievement is below the fourth-grade level. Community-oriented programs help adults determine their own reading needs. Some U.S. rural literacy projects offer a single service while others offer more, such as tutors, learning centers, and independent-study projects. A scarcity of available funding often limits rural literacy programs. Moreover, the goal of many programs, that of improving the rural economy, can pose a potential threat to program effectiveness. If the expected economic benefits fail to develop, programs can lose the support of external funding sources. Nevertheless, rural literacy programs manage to persist and to succeed for many reasons, among them the involvement of the community in program

ED 321 979 SE 051 487

Gallagher-Allred, Charlette R.; Stein, Joan Z.
Nutrient Content of Foods, Nutritional Supplements, and Food Fallacies. Nutrition in Primary Care Series, Number 1.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 55p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Dietetics; Disease Control; Ethnic Groups; Health Education; *Independent Study; *Medical Education; Medicine; *Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. The modules were written by dieticians and nutritionists working closely with physicians. The modules were field tested and reviewed by basic and clinical science faculty in a number and variety of educational programs. This module assists in answering typical questions patients ask concerning foods--their nutrient content, proper storage and cooking methods, and nutritional adequacy of their typical food intake. Included are the learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices include a food composition table, several charts on ethnic foods, a description of a good diet, a discussion on vitamins and minerals, recommended heights and weights, a chart of recommended daily allowances, and a list of principle food sources of nutrients. (CW)

Hurley, Roberta Smith; Gallagher-Allred, Charlette R.
Dietary Management for Alcoholic Patients. Nutrition in Primary Care Series, Number 14.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 23p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alcoholism; Biochemistry; *Dietetics; Disease Control; Health Education; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; Special Health Problems; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were designed to provide more practical knowledge to health care providers, and in particular primary care physicians. This module is designed to present nutrition-related consequences of chronic consumption of alcohol. The effects of alcohol on nutrient metabolism as well as nutritional intervention when liver metabolism is altered secondary to alcohol ingestion and liver damage are discussed. Since the patient who continues to drink poses special nutritional problems, suggested counseling techniques are presented. Included are learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. (CW)

ED 321 993 SE 051 501

information concerning the role of nutrition in the development and/or prevention of common ailments. Emphasis is placed on ailments about which patients have concerns related to nutritional issues. Included are learning goals and objectives, a self-check of achievement with regard to goals, resources for patients and physicians, and references. Appendices include: (1) discussions of the dietary treatement of acne, gout, constipation, and hypercalciuria; (2) a table of fiber in foods; and (3) a suggested low-calcium diet. (CW)

ED 322 005 SE 051 517

Jamski, William D., Ed.
Mathematical Challenges for the Middle Grades. From the Arithmetic Teacher.
SPONS. AGENCY- National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-296-1
PUB DATE- 90
NOTE- 52p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($6.25, individual members, bookstores or orders of 10 or more receive a 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; *Computation; Elementary Secondary Education; Geometry; Learning Activities; Mathematics Education; *Middle Schools; Periodicals; Probability; *Problem Sets; *Secondary School Mathematics; Word Problems (Mathematics)

This book is intended for middle-grade mathematics teachers who are searching for a wide variety of appropriately challenging and motivating problems with which to supplement regular textbook offerings. The 125 problems presented were found in the "Arithmetic Teacher" from 1975 to 1990. References are given both to the articles that contain these problems as well as to related articles. Topics include: (1) "Numbers"; (2) "Computation"; (3) "Oldies But Goodies"; (4) "Special Counting"; (5) "Offbeat and Unusual"; (6) "Geometry"; and (7) "Probability." Appended is a section which includes the answers and references for the problems. (CW)

ED 322 018 SO 020 705

Malkova, Z. A.; Vulfson, B. L.
Secondary Education in the World Today.
International Bureau of Education, Paris (France).
REPORT NO.- ISBN-92-3-102520-1
PUB DATE- 88
NOTE- 209p.
AVAILABLE FROM- Bernam Unipub, 10033 F.M.L. King Highway, Lanham MD 20706-4391.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Comparative Analysis; *Educational Research; Education Work Relationship; *International Studies; *National Surveys; Role of Education; *Secondary Education; Secondary School Curriculum; Secondary School Students; Secondary School Teachers
IDENTIFIERS- International Bureau of Education; *International Conference on Education; *UNESCO

This book surveys issues and trends in secondary education in the world today compiled from information provided by the member states of UNESCO. Six principal aspects of secondary education are the focus: objectives and functions; traditions and renovations; content and teaching; guidance and counseling; the relationship to the world of work; and the secondary school teacher. Numerous tables and figures drawn from statistical data appear throughout the volume. An appendix describing documents from the 40th session of the International Conference on Education also is included. (DB)

ED 322 019 SO 020 734

Ediger, Marlow
Scope and Sequence in the Curriculum.
PUB DATE- Apr 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Curriculum Design; Educational Planning; Educational Strategies; *Elementary School Curriculum; Elementary Secondary Education; *Secondary School Curriculum;

A Look at Constitutional Checks and Balances: Study Sheets for U.S. History.

North Carolina State Dept. of Public Instruction, Raleigh.

SPONS. AGENCY- North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

PUB DATE- 90

NOTE- 69p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Constitutional History; Governmental Structure; Instructional Materials; Learning Activities; Secondary Education; Social Studies; Teaching Guides; United States History

IDENTIFIERS- North Carolina; *United States Constitution

This document is intended as a resource guide for teachers to use in helping students to understand how the United States system of government operates. It examines the background, historical application, and current debate concerning the principle of checks and balances. Ten study sheets feature various figures and episodes prominently associated with the origins, development, and operation of the system. The study sheets provide the following features: background material; questions to test student knowledge; and answers to the questions. The topics include: (1) the 17th century English political philosopher John Lock; (2) the 18th century French political theorist Charles Louis Montesquieu; (3) State Governments (1776-1787); (4) "The Constitutional Convention (1787); (5) The Federalist Papers; (6) Marbury v. Madison (1803); (7) Andrew Jackson and the U.S. Bank Veto (1832); (8) Ronald Reagan--The Iran Contra Affair (1986-1987); (9) Reagan-Iran--Contra Affair (1986-1987), Editorial; and (10) Reagan--Iran Contra Affair 1986-1987), Public Opinion. In addition, nine historical examples, ranging from the assumption of war powers by Abraham Lincoln, through Franklin D. Roosevelt's "court packing" proposal, to Richard Nixon and the Watergate affair, are included for discussion. A list of references, a word search puzzle, and a crossword puzzle that tests for knowledge of constitutional checks and balances conclude the document. (DB)

ED 322 034 SO 020 999

Manitoba Social Studies Assessment 1989. Preliminary Report: Test Data.

and adjustment to their own descriptions of intercultural misunderstandings they had experienced. It was concluded that there were valid culture-general concepts as well as methods of presenting them that had a positive impact on the adjustment and interaction of sojourners. (DB)

ED 322 049 SO 030 078

Brown, Geof

Volunteer Development for Intercultural Exchange Programs: The Case of Jamaica. Volunteer Development Discussion Paper No. 1.

AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.

PUB DATE- Jan 88

NOTE- 13p.; For related documents, see SO 030 079-084.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Counseling; *Cross Cultural Training; *Exchange Programs; Foreign Countries; Foreign Culture; Intercultural Programs; *International Organizations; Organization; Organizational Development; *Volunteers

IDENTIFIERS- *Jamaica

One in a series of discussion papers intended to promote exploration of issues related to volunteer motivation, recruitment, and development around the world, this report suggests that any country starting an intercultural exchange program may face problems similar to those encountered in Jamacia. The national director of an organization that operated adolescent and professional exchange programs in Jamaica outlined methods used to develop a volunteer base necessary for program operation. Elements identified as important in building the national organization included: initial steering group, building credibility, board structure, publicity and public relations, participation fees, and fundraising. Building a decentralized volunteer counseling network also was discussed. (DB)

ED 322 050 SO 030 079

SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- 90
NOTE- 76p.
GRANT- 031402-01
AVAILABLE FROM- Maryland Geographic Alliance, University of Maryland Baltimore Campus, Geography Department, 5401 Wilkens Avenue, Baltimore, MD 21228 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; *Geography Instruction; Instructional Materials; Intermediate Grades; Junior High Schools; *Maps; Middle Schools; Social Studies; Visual Aids

The geography lesson plans included in this packet of materials were prepared for middle school students. Lessons are divided into three categories according to the present school social studies curriculum: world cultures, United States history, and interdisciplinary focus. The lesson plans incorporate the five fundamental themes of location, place, human/environmental interaction, movement, and region. They are designed to provide the student with the skills necessary to prepare maps, tables, graphs, and an organized, coherrent written or oral presentation. In addition, the lessons teach interpretation of trends portrayed on a line graph and the analysis of the relationships between information on two or more maps. The students also learn to develop and test hypotheses and make geographic generalizations. Maps, graphs, charts, and other reproducible visual aids are included. (NL)

ED 322 066 SO 030 101

Bernstein, Barbara; And Others
Understanding Civil Liberties: A Guide for the Perplexed.
New York Civil Liberties Union, Miniola. Nassau Chapter.
PUB DATE- 89
NOTE- 36p.
AVAILABLE FROM- Nassau Chapter New York Civil Liberties Union, 210 Old Country Road, Mineola, NY 11501 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Citizenship Education; *Civil Liberties; *Civil Rights;

and citizenship competencies. The ways that geography education has contributed to citizenship education as the two have developed during this century are examined. It is argued that students who study geography should develop competencies in three areas: (1) literacy in the subject matter of geography; (2) the ability to apply geography, its fundamental themes, skills, and perspectives to a wide range of political, economic, social, and environmental issues; and (3) knowledge to help students actively participate as citizens in their local communities, the nation, and the world. Each of the seven chapters concludes with a list of references. (DB)

ED 322 082 SO 030 195

Stanford, Linda O.
Art and the Elementary-School Experience. Elementary Subjects Center Series No. 21.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 32p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aesthetic Education; Art Activities; Art Criticism; *Art Education; Art History; *Curriculum Development; Curriculum Evaluation; Elementary Education; *Elementary Schools; Learning Strategies; Multicultural Education; Teaching Methods
IDENTIFIERS- Discipline Based Art Education

For the 1990s and beyond, backgrounds, experiences, needs of all people, along with the appropriate context will provide significant bases for transforming the curriculum. This paper contends that the paradigm for art in the elementary schools must include the interplay of this context with a commitment to "re-viewing" the foundations for and contemporary developments in the four constituent disciplines of art making, art history, art criticism, and aesthetics. These four components of discipline-based art education (DBAE) will lead to more effective elementary-classroom

Knuttgen, Howard G., Ed.; And Others
Sport in China.
REPORT NO.- ISBN-0-87322-193-1
PUB DATE- 90
NOTE- 222p.
AVAILABLE FROM- Human Kinetics Books, Dept. 514, Box 5076, Champaign, IL 61825-5076 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Athletics; Exercise; Foreign Countries; Gymnastics; Lifetime Sports; *Physical Education; Physical Education Teachers; *Physical Fitness; *Sports Medicine; *Team Sports
IDENTIFIERS- *China

Part 1 of this book, "Evoluation and Organization of Physical Culture," examines the history and current organization of physical education and sport in the People's Republic of China. This part includes chapters on: the evolution and organization of physical culture; physical culture in China today; the organizational structure of physical culture in ancient and modern China and in the People's Republic; physical education in the schools; the preparation of physical education teachers; traditional and popular sports; the development of competitive sports; and outstanding athletes and factors behind their success. Part 2, "Modern Sports Sciences and Sports Medicine," includes chapters on the following topics: the history and achievements of scientific research in physical education and sport; the history of and research in sports medicine, and the training of practitioners; recent advances in sports physiology and biochemistry; sports biomechanics; and the development of sport psychology. Part 3, "The Future of Sport in China," contains one chapter which looks to the future and identifies goals. (JD)

ED 322 098 SP 032 391

Osguthorpe, Russell T.; And Others
The Graduate Degree Dilemma: A School of Education's Mission and Its Programs.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

PUB DATE- 30 Mar 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anatomy; Athletics; *Exercise Physiology; *Injuries; *Musculoskeletal System; *Prevention; *Sports Medicine

Three types of dense fibrous connective tissue are described: articular cartilage; tendon; and ligament; and the characteristics of each are related to its function. Articular cartilage is the smooth covering over the surface of bone at joints, and is comprised of up to 80 percent water. This smooth covering serves to decrease the friction between the surfaces in synovial joints, and it serves as a cushioning and shock absorbing surface in the joints of the lower limb. Overuse activities and the aging process will cause damage to articular cartilage, producing pain, loss of joint mobility, and eventual damage to bone. Tendons and ligaments are similar in structure, being comprised primarily of collagen fibers arranged in parallel bundles. These collagen fibers are embedded in a fluid matrix, along with chonrocytes and proteoglycan molecules. Overuse activities and the aging process will cause inflammation and weakness of the collagen bundles, resulting in strain injuries or chronic inflammation. Strenuous training programs which include eccentric exercise and deceleration activities may strengthen ligaments and tendons and prevent injuries. (Author/JD)

ED 322 114 SP 032 478

Marso, Ronald N.; Pigge, Fred L.
Teacher Mentor Induction Programs: An Assessment by First-Year Teachers.
PUB DATE- Feb 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Helping Relationship; *Mentors;

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Cooperating Teachers; *Decision Making; Elementary Secondary Education; Lesson Plans; *Student Behavior; Student Characteristics; *Student Teachers; Teacher Response; *Teacher Student Relationship; Teaching Experience

The thinking and decision making of expert and novice teachers were studied during three stages of teacher decision making: (1) preactive or planning, (2) interactive or actual teaching, and (3) postactive evaluation and reflection. The novices were five student teachers and the experts were their five cooperating teachers. Differences found between the thinking and decision making of the expert and novice teachers most notably involved the areas of integration of knowledge, student behavior, and interaction among the stages of decision making. The experts demonstrated an ability to combine or integrate new information with prior knowledge, and they were constantly aware of behavioral cues from students telling them when to change their approach to maintain the flow of the lesson. The mental representations of the expert teachers appeared to be based on a comprehensive view of the classroom so that during the preactive stage they used many types of information, such as knowledge of the overall curriculum, the subject matter, and students' interests to arrive at internal goals for their lessons. The methodology of the study has implications for both teacher education and professional development of experienced teachers. Videotaping and conferencing can foster insights into decision making that are unavailable through more traditional methods. The increased awareness of teaching strategies and how best to use them could aid both expert and novice teachers in planning and conducting lessons which facilitate student learning. (JD)

ED 322 129 SP 032 520

Lacey, Catherine A.; And Others
A Committee of Teachers for Teachers: The First Year.
PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; Elementary Secondary Education;

General Methodologies and Procedures" (Janice Gudde Plastino); (9) "Bartenieff Fundamentals: Early Detection of Potential Dance Injuries" (Sandra Kay Lauffenburger); (10) "In Search of More Efficient Dance Training" (Ruth Solomon); (11) "Strengthening and Stretching the Muscles of the Ankle and Tarsus to Prevent Common Dance Injuries" (Sally Sevey Fitt); (12) "A Biomechanical Approach to Aerobic Dance Injuries" (Stephen P. Baitch); (13) "The Neuroanatomical and Biomechanical Basis of Flexibility Exercises in Dance" (Robert E. Stephens); (14) "Stress, Performance, and Dance Injuries: Suggestions for Prevention and Coping" (Raymond W. Novaco); (15) "Finding the Right Physician" (Allan J. Ryan); and (16) "Dance Injuries, Health Insurance, and Workers' Compensation" (Robin Chmelar). Glossaries of dance and medical terms are included. (JD)

ED 322 144 SP 032 557

Prawat, Richard S.
Changing Schools by Changing Teachers' Beliefs about Teaching and Learning. Elementary Subjects Series No. 19.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 60p.
CONTRACT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Change Agents; Curriculum Development; *Educational Change; Elementary Education; Excellence in Education; Learning Processes; Student Characteristics; *Teacher Attitudes; Teacher Role; Teaching Methods; *Transfer of Training
IDENTIFIERS- *Constructivist Thinking

Teachers are viewed as important agents of change in the reform effort currently underway in education and thus are expected to play a key role in changing schools and classrooms. Paradoxically, however, teachers are also viewed as major obstacles to change because of their adherence to outmoded forms of instruction that

and selected other characteristics. Tables also show private high school graduation rate, 1987 college application rate, and 12th graders in college preparatory courses in 1988, by selected characteristics. Standard errors for key private school statistics, for private religious schools by denomination, and for private schools by association membership are reported. Technical notes on the survey methodology and the questionnaire are provided. The schools and staffing survey instrument is appended. (TJH)

ED 322 157 TM 015 243

Miller, Patrick W.; Erickson, Harley E.
How To Write Tests for Students.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3008-7
PUB DATE- May 90
NOTE- 98p.; Parts of this publication were adapted from "Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing" by P. W. Miller and H. E. Erickson (1985).
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (stock number 3008-7-00, $10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Computer Assisted Testing; *Educational Assessment; Elementary Secondary Education; Guidelines; *Student Evaluation; *Teacher Made Tests; Teacher Role; *Test Construction; Test Interpretation; Test Items; Test Reliability; Test Validity

Guidelines, practical suggestions, and examples are offered to assist teachers in planning and developing tests to accurately measure student achievement. The six chapters cover: (1) planning tests; (2) developing tests; (3) assembling and administering tests; (4) interpreting test results; (5) assessing test items; and (6) improving test validity and reliability. Each chapter concludes with review questions and activities that apply to the information presented. The publication contains four appendices: a description of hierarchical levels for the affective, cognitive, and psychomotor learning domains; sample verbs for writing instructional objectives; a list of selected computer software for

ED 322 170 TM 015 304

Campbell, Patricia B.

Using, Abusing, and Understanding Research: A Guide for Administrators.

Women's Educational Equity Act Program (ED), Washington, DC.

REPORT NO.- ISBN-0-930040-58-9
PUB DATE- 86
NOTE- 9p.; For related documents, see TM 015 305-308.
AVAILABLE FROM- Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Data Interpretation; *Educational Research; Elementary Secondary Education; Ethnic Stereotypes; *Evaluation Utilization; Guidelines; Minority Groups; Research Design; Research Methodology; Research Problems; *Research Utilization; Sex Differences; Sex Stereotypes; *Social Bias

This pamphlet provides suggestions for school administrators concerning how to best use and interpret educational research. Research and evaluation can provide educational administrators with information necessary to make and justify decisions about programs, testing, and teacher performance. Administrators must remember that: abstracts and journal research notes do not provide enough information to allow assessment of research quality; political considerations, societal biases, and stereotypes can influence research and evaluation results; and not all studies are done well or accurately. Research can be, and has been, used to perpetuate inequality. Bias may be more subtle today than in the past, but it is still a factor. Research conducted on males is generally applied to females; research conclusions about white students is applied to people of color. Myths that must be examined include: (1) research and evaluation are objective and uninfluenced by societal attitudes and the views of the researchers/evaluators; (2) standardized tests are accurate and objective; (3) seeing is believing; and (4) research is of little value to administrators. In evaluating research, one must ask if: the researchers'/evaluators' opinions and biases are apparent; tests and measures are fair and appropriate; study populations are described; conclusions and recommendations come directly from the results; the study falls prey to the post hoc fallacy; implications are discussed for both

project, establishment of project committees, the politics of research, and outcomes of research. CER is client-oriented and has hefty constraints placed upon it, whereas academic educational research is researcher-oriented and methodology-driven and has fewer constraints. Determining what CER is available can be a time-consuming activity, especially for persons just starting to conduct this kind of research. Therefore, guidelines for writing submissions that show the prospective client that the researcher is knowledgeable, experienced, and competent are provided. CER is intensely political. Commercial researchers, who are usually under pressure to complete their work quickly, are cautioned to not neglect good research and business practices. Accurate budgeting and scheduling, and a properly balanced project committee are essential for the successful implementation of CER. Committees should give advice and help in conducting the research, and committee members have an important political role. Good communication can help overcome some problems that arise in the area of politics of research. A model submission is provided. (RLC)

ED 322 183 TM 015 339

Castelda, Sharon; Wagner, Mary
The Des Moines Plan: A Plan for Student Success.
Des Moines Public Schools, Iowa.
PUB DATE- 30 May 90
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Achievement; Program Descriptions; Program Evaluation; *Reading Achievement; Remedial Instruction; *Remedial Programs; *School Districts; *Success; *Writing Achievement
IDENTIFIERS- *Des Moines Plan; Des Moines Public Schools IA

The Des Moines Plan (DMP) is described, which is a comprehensive kindergarten through grade 12 program designed to improve and strengthen students' reading, writing, and mathematics skills. The program was implemented during the fall semester of the 1986-87 school year. The DMP adopted the instructional model implemented by the Chapter 1 program as its design. The DMP includes four major components: (1) a kindergarten program; (2) a first- through 12th-grade reading/writing and mathematics laboratory program; (3) alternative curriculum within the DMP structure; and (4) in-service teacher-made tests, textbook tests, teacher evaluation of student products and performance, district-constructed tests and item pools, criterion-referenced tests produced by publishing companies and research and development organizations, item pools and end-of-level/course tests developed by the Utah State Office of Education, norm-referenced standardized tests, identification of an instructional management system, and the issue of mastery determination. A glossary, characteristics of tests based on testing purpose, and strategies of assessment for Utah's core curriculum (in the areas of assessment of art, healthy life-styles, information technology, language arts, mathematics, music, science, and social studies) are appended. (RLC)

ED 322 196 TM 015 389

Cristiano, Marilyn J.; Nellis, Deo E.
Development of a Questionnaire Designed To Evaluate the Employee Development Activities at Paradise Valley Community College Center: Politics, Law, and Economics of Higher Education.
PUB DATE- May 90
NOTE- 55p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty Development; Higher Education; Personnel Evaluation; *Program Evaluation; *Questionnaires; *School Activities; *Test Construction
IDENTIFIERS- Paradise Valley Community College Center AZ

This paper describes the development of a questionnaire for evaluating the activities of the Employee Development Program (EDP) at Paradise Valley Community College Center (PVCCC) in Phoenix (Arizona). Four major goals of the evaluation of the activities of the EDP, and a means for ensuring the content validity of the questionnaire are described. Statistical procedures for analyzing empirical data to be generated from the future administration of the questionnaire, and a procedure for scanning empirical data into an ASCII computer data file and for downloading the file into an IBM-PC are identified. Specific procedures are identified for reporting and analyzing written comments that are generated in response to the questionnaire, and recommendations are made regarding procedures used for administering the questionnaire. The questionnaire, which evaluates the effectiveness of employee's implementation strategies, a set of recommendations, and a series of appendixes. The stated program objectives are to: (1) develop a multicampus career preparation and placement service available to all students paying the activity and general service fee; (2) promote and maintain effective marketing strategies that will attract students and employers to the Co-operative Education and Student Placement Division; (3) create a computerized information system to help graduates with job placement; (4) establish college-industry partnerships that will promote a community training culture; (5) provide students and employers with a placement-based brokerage service; (6) incorporate the Student Placement Services into the Co-operative Education strategic plan and vice versa, including plans for the integration of personnel; and (7) develop statistical measures of operational success. Appendixes include an office layout diagram and organizational chart, a career education course outline, placement success reports, a graduate survey questionnaire, and the Co-operative Education strategic plan. (GFW)

ED 321 817 JC 900 414

Sheheen, Fred R.; And Others
Two-Year Postsecondary Education in South Carolina: A Report to the Commission on Higher Education Considering Program Proposals for Associate in Arts and Associate in Science in Nine Technical Colleges.
South Carolina State Board for Technical and Comprehensive Education, Columbia.
PUB DATE- Nov 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Associate Degrees; *College Curriculum; *College Planning; *Community Colleges; *Curriculum Development; Educational Assessment; Educational Facilities Improvement; Educational Needs; Enrollment Projections; Minority Groups; Program Costs; Statewide Planning; Technical Institutes
IDENTIFIERS- *South Carolina

This report to the South Carolina Commission on Higher Education by the State Board for Technical and Comprehensive Education requested approval for nine technical colleges to offer associate in arts (AA) and associate in science (AS) degree programs beginning fall industry. The second challenge, serving more people better, carries the response of assuring access without lowering academic standards. A table presenting the projected enrollment figures through the year 2000 accompanies this discussion. The third challenge is meeting the cultural needs of the residents of Johnson County. The response to this challenge is for the college to become an arts partner and provider, which includes developing an arts mission statement. Challenge four is channeling tax dollars into effective education. This discussion includes a summary of actual and projected revenues and expenditures of the college from 1985 through 1995. The response to this challenge is to develop physical and financial resources. The fifth challenge to the college is setting public policy. The college's response to this challenge is to provide educational leadership, which includes promoting area economic development and making staff expertise available to the local community. The final challenge is that of staffing for the 1990's and beyond. The response to this challenge is developing human resources, including the development of a centralized employment system and increasing staff development resources. (JMC)

ED 321 830 JC 900 431

How To Develop and Manage a Course Equivalence Agreement Program.
Butte Coll., Oroville, CA.
PUB DATE- Nov 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Bound Students; *College Credits; *College School Cooperation; *Community Colleges; Credit Courses; High Schools; Two Year Colleges

Drawing from the experiences of Butte Community College (BCC), this report offers guidance on developing agreements regarding college and high school course equivalents and on managing a course equivalence agreement program. Part 1 begins by explaining that the program goal of encouraging high school students to go to college is achieved by allowing the students to earn college credits while still in high school. This is accomplished through agreements between high school and college faculty that a given high school course is equal to a course in the college curriculum. After labor force participation, and family formation. The report indicates that children in the United States are frequently at greater risk than children in other developed countries for social, economic, and health problems. The greatest disparities are in the number of children affected by divorce, youth homicide, child poverty rates, infant mortality, and teenage pregnancy. In some instances, such as births to unmarried women, demographic and social changes in other western countries over the last two decades closely parallel those in the U.S. Some conditions of U.S. children, such as youth suicide and unemployment rates, are similar or less troublesome than conditions in other industrialized countries. The text is followed by a glossary. A total of 147 references are cited. An appendix provides 31 tables which offer international comparisons of various demographic categories. (RH)

ED 321 843 PS 018 869

Child Sexual Abuse: What It Is and How To Prevent It. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PS-EDO-5-90
PUB DATE- 90
NOTE- 3p.; Adapted from the flyer "Child Sexual Abuse: What It Is and How to Prevent It" (1988) by the American Academy of Pediatrics.
CONTRACT- RI88062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Child Abuse; Definitions; Guidelines; *Parent Responsibility; *Prevention; *Sexual Abuse
IDENTIFIERS- ERIC Digests

This digest is intended to help parents prevent child sexual abuse. The digest provides facts about child sexual abuse and guidelines for dealing with abuse. Sections of the digest address the following questions: (1) What is child sexual abuse? (2) Could my child be sexually abused, and if so, by whom? (3) How would I know if my child is being sexually abused? (4) If my child reveals sexual abuse, what should I do? (5) Can I deal with sexual abuse in my family without contacting the authorities? (6) What will happen to the child and the offender if sexual abuse is reported? and (7) What can parents do to prevent sexual abuse? Resources for further information are listed. (RH)

story line that was illustrated with paper dolls. Themes were: (1) marriage; (2) divorce of a couple without children; (3) divorce of a couple with young children; (4) remarriage; and (5) stepparents. Children were asked questions on marriage and divorce as social institutions and as personal possibilities and on the benefits, problems, and reasons for these marital situations. Findings indicated that the age of the child, not parents' marital status, predicts children's understanding of marriage and divorce. Older children were more likely to express more concrete and practical, and complex and psychological reasoning, than younger children. Younger children were more likely to focus on obvious, superficial behaviors and appearances of spouses, stepparents, and stepchildren. (RH)

ED 321 857 PS 018 916

Sivirine, Jean-Michel
Dissemination of the Project's Findings: National Seminar (6th, Montreux, Switzerland, August 22-25, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)67
PUB DATE- 27 Apr 90
NOTE- 46p.; Pages 41-44 in Appendix V which lists conference participants are almost illegible due to broken type. For related documents, see ED 315 173-175 and ED 318 552-557.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Change; *Educational Innovation; Foreign Countries; Information Dissemination; Inservice Teacher Education; *Models; *Networks; *Primary Education; Program Descriptions; Science Education; Seminars; Student Evaluation
IDENTIFIERS- Council of Europe (France); Environmental Education Programs; *Switzerland

This report summarizes the proceedings of a seminar held in Switzerland to disseminate the findings of the Council for Cultural Cooperation's (CDCC) project on innovation in primary education. Additional aims were to: (1) compare the CDCC's primary innovation project with five school development projects carried out in Switzerland; (2) test a model for disseminating the findings of

DESCRIPTORS- *Child Caregivers; Child Health; Classroom Design; *Day Care; Day Care Centers; Early Childhood Education; Educational Environment; *Facility Planning; Family Day Care; Flexible Facilities; Glossaries; Guidelines; *Infants; Safety; Space Utilization; *Toddlers
IDENTIFIERS- *Infant Care

For use in conjunction with training videotapes illustrating key concepts and caregiving techniques, this guide aims to help caregivers set up environments for infants and toddlers that promote young children's health, safety, and comfort, meet their developmental needs, and provide caregivers a comfortable and convenient place to work. Section 1 identifies and describes eight key concepts that need to be considered when designing any child care environment: safety, health, comfort, convenience, child size, flexibility, movement, and choice. In addition to defining each concept, the section suggests practical steps that caregivers can take to improve certain features of the environment. Section 2 considers those aspects of the environment that make each setting unique and suggests how to work with that uniqueness in environmental planning. The section provides a framework for looking at particular caregiving environments. Rich in illustrations and devoted to practical concerns, Section 3 explores specific areas in the child care environment, including the entrance and parent communication area, learning and development centers, peer play areas, multilevel areas, rest and sleeping areas, toileting, washing up, feeding, and food preparation areas, storage and shelves, and outdoor space. The guide closes with practical tips, suggested resources, and a glossary of environmental terms. (RH)

ED 321 871 PS 018 932

Gonzalez-Mena, Janet
Routines. Infant/Toddler Caregiving: A Guide.
Far West Lab. for Educational Research and Development, San Francisco, CA. Center for Child & Family Studies.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Child Development.
REPORT NO.- ISBN-0-8011-0877-2
PUB DATE- 90
NOTE- 138p.; For other guides in the program for infant toddler caregivers, see PS 018 930-933.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California

ED 321 886 PS 018 951

Lowenthal, Barbara; Egan, Rosemary
The Child Care Center Integenerational Project at Northeastern Illinois University.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Intergenerational Programs; *Preschool Children; Preschool Education; Program Descriptions; Program Effectiveness; Program Implementation; *Reading Programs; Reading Readiness; *Volunteers; *Young Old Adults

This document reports on the effects of an integenerational program which was conducted to involve senior citizen volunteers with preschool children in a university day care setting. The primary emphases of the project were to enhance the children's reading readiness and foster a mutually beneficial relationship between seniors and children. Project activities included senior volunteer recruitment and training sessions, an intergenerational reading project, library visit, and a senior citizens recognition party. A total of 53 children in an experimental group had weekly contact with the seniors, while 9 children in a "control" group did not. Volunteers, 21 in number, were trained in methods of reading to young children. Data were collected through pre- and post-test questionnaires and analyzed qualitatively and quantitatively. Findings revealed overall positive effects for senior citizens, children and their parents, and teachers in the center. A total of 41 references are cited. (RH)

ED 321 887 PS 018 952

Bain, Helen; And Others
A Study of First Grade Effective Teaching Practices from the Project Star Class-Size Research. A Study of Fifty Effective Teachers Whose Class Average Gain Scores Ranked in the Top 15% of Each of Four School Types in Project STAR.
PUB DATE- Jul 89

Cull, Philip
A Model for Improving the Teaching of Problem-Solving at the Intermediate School Level.
PUB DATE- 89
NOTE- 62p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Criteria; *Heuristics; Inservice Teacher Education; *Intermediate Grades; Modeling (Psychology); Models; *Problem Solving; Program Descriptions; *Student Improvement; Teacher Behavior; *Teacher Improvement; *Thinking Skills; Workshops

A school district's program coordinator designed and implemented a practicum study intended to provide intermediate grade teachers and students with problem-solving techniques and skills needed for success in a course in contemporary Canadian issues. Teachers' and students' problem-solving skills were assessed through reports based on teleconferences, questionnaires, teacher observations, and results of student tests and projects. It was concluded that a comprehensive list of heuristics for devising problem-solving strategies coupled with a model for emulation would provide the direction teachers and students needed. A series of workshops used role-playing, modeling, peer tutoring, and practice as means of remediating deficiencies in teachers' problem-solving skills. Only after the workshops, and then under supervision, did teachers introduce the skills in class. Analysis of practicum evaluation data revealed that problem-solving skills of teachers and students had increased. Teachers reported that the model simplified processes and provided structure and direction. Students reported that the model removed uncertainties in the problem-solving process. As a result of the practicum, the problem-solving model has been incorporated into the curriculum for intermediate students. Teacher interview questions, the problem-solving model, a list of criteria for acceptable modeling, and other related materials are appended. (RH)

ED 321 903 PS 018 982

Johnston, Arlene M.
Improving the Active Participation of Third Grade Students' Parents

potential problem areas within the framework of a culture clash. Indian values that vary from the values of the dominant culture are: (1) harmony and balance in self-perception and unity of mind-body-thinking-feeling-spiritual beliefs; (2) harmony and balance in perception of the world, belongingness with nature; (3) present orientation, working for present needs; (4) cooperation; (5) sharing; (6) respect for age; (7) stoicism, outer control; (8) humility, humor at self; and (9) clearly defined sex roles. This paper provides detailed advice on counseling Native Americans based on the author's personal experience in cross-cultural therapy. (ALL)

ED 321 917 RC 017 616

Bull, Kay S.; And Others
ACRES At-Risk Task Force: Dropout Survey.
PUB DATE- Mar 90
NOTE- 26p.; Paper presented at the Annual Conference of the American Council for Rural Special Education (10th, Tucson, AZ, March 18-23 1990). Table 1 contains small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Characteristics; Dropout Prevention; Dropout Research; *Dropouts; Elementary Secondary Education; High Risk Students; National Surveys; *Research Needs; Rural Areas; *Rural Schools; *Special Education; Student Attrition; *Teacher Attitudes
IDENTIFIERS- American Council on Rural Special Education

This paper describes a study by the American Council on Rural Special Education (ACRES) to determine its membership's opinions on priorities and expertise regarding the dropout problem. ACRES members, primarily rural special-education teachers, parents, and collateral service workers, were surveyed about the dropout problem and what research they considered necessary for an effective intervention program. Four sets of variables affecting students' decisions to drop out of school are specified, based on a literature review. They are: family, school, peer groups, and intrapersonal influences. These four variables were used to generate a scale of dropout causes used in the study. A total of 305 ACRES members responded to the mail survey in fall 1989. Respondents rated causes (e.g., "frustrations") in terms of national importance and as to whether or not enough research had been done. Factor analysis and Chi-square analysis of the data

Programs; Teacher Student Ratio
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Migrant Education Program

This is the first of two volumes of a report summarizing participation and achievement information from the 1984-85 school year of the Education Consolidation and Improvement Act (ECIA) Chapter 1 Migrant Education Program. This volume presents participation information provided by state educational agencies. This school year was the first for which such data were gathered. The document contains the warning that inconsistency, incompatibility, and inadequacy among the state data contributed to an incomplete description of migrant participation. States with more than 10,000 participants included California, Texas, Florida, and Arizona. States with fewer than 100 participants included New Hampshire, West Virginia, Rhode Island, and South Dakota. The proportion of male to female students was roughly the same. Sixty-nine percent of the participants were Hispanic, 13% were White, and 6% were Black. Fifty-two percent of the participants were settled-out migratory youths (formerly migrant), 30% were interstate migratory youths, and 18% were intrastate migrants. Most of the participants were in grades K-6. Reading and mathematics instruction were received by the largest percentage of participants. In the regular term, 32% of the students also received attendance, social work, and guidance services, and 25% received health services. During the summer term, 55% received transportation services. Of the total staff full-time equivalents during the regular term, 29% were teachers, 46% were teacher aides, and 8% were supporting services staff. During the summer term, 34% were teachers, 35% were teacher aides and 12% were support-services staff. Appendices comprising more than half the document offer 16 tables of participation data broken down by state and describe the data verification process. (TES)

McHugh, Richard; And Others
Measuring Dynamic Patterns in the Structure of Substate Economies.
Iowa State Univ. of Science and Technology, Ames. Center for Agricultural and Rural Development.
SPONS. AGENCY- Aspen Inst., Durham, NH. Rural Economic Policy Program.; National Governors' Association, Washington, D.C.
REPORT NO.- CARD-90-SR-41
PUB DATE- Jan 90
NOTE- 40p.
AVAILABLE FROM- Center for Agricultural and Rural Development, Publications Office, 568 Heady Hall, Iowa State University, Ames, Iowa, 50011.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; Economic Progress; *Economic Research; *Employment Patterns; *Measurement Techniques; *Rural Economics; *Rural Urban Differences; Statistical Analysis; Trend Analysis
IDENTIFIERS- Counties; Economic Growth; Economic Indicators; Iowa; Minnesota; Principal Components Analysis; Wisconsin

The objective of this study was to explore a new method of analyzing the performance of substate economies. Conventional analyses of economic diversity and growth are limited by their reliance on static measures of economic structure. Such measures do not capture the patterns of growth dynamics or structural change a region may be experiencing. This paper discusses a new measure of dynamic economic diversity and explores its relationship to economic performance. The measure is a statistical index that reflects the degree to which employment in a county's industries move together, over time. The more the industries' employment levels move together the higher the index value, which hypothetically indicates a higher degree of regional economic integration. The analysis was applied to county-level data from three states: Iowa, Minnesota, and Wisconsin. The findings were: (1) Metro(politan) areas showed the highest values of the dynamic coherence index, and farm counties had the lowest values. Non-farm/non-metro counties were in the middle range; (2) High-coherence counties tend to have higher levels of per-capita income; and (3) Dynamic coherence appears to be positively related to the rate of economic growth as measured by employment growth rates. These findings may indicate that conventional static measures do not capture the economic linkages between industry sectors that make them move together. The correlations between the index of dynamic coherence, income growth, and employment growth may reflect the importance of interindustry linkages to the growth process. (Author/TES)

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; American Indian Education; *American Indians; Educational Equity (Finance); Educational Finance; Educational Research; Federal Indian Relationship; *Federal Legislation; *Financial Support; Government Role; Hearings; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Congress 101st

This document contains the text of a Senate hearing examining proposed changes (S. 496) to the Carl D. Perkins Vocational Education Act. The amendment would take effect in October 1991 to establish a program of grants for vocational-technical training and to provide for the designation of the National Indian Center for Research in Vocational-Technical Training. Statements are given by U.S. Senator Jeff Bingaman of New Mexico; Jo Jo Hunt, executive director of the National Advisory Council on Indian Education; David Gipp, president of the United Tribes Technical College (UTTC) in Bismarck, North Dakota; Russell Hawkins, UTTC chairman of the board; Gerald Monette, former president of the American Indian Higher Education Consortium, James M. Tutt, president of Crownpoint (New Mexico) Institute of Technology; Mike Doss and Karen Funk, of the National Indian Education Association; Roger Bordeaux, executive director of the Association of Community Tribal Schools, Vermillion, South Dakota; and Nelson Thompson, president of the Association of Navajo Community Controlled School Boards, Window Rock, Arizona. The majority of witnesses spoke in favor of the amendment, saying it would improve Indians' access to vocational education, educational equity, and economic development. (TES)

development, promotion, and evaluation. (TES)

ED 321 967 RC 017 856

Hartshorn, Robert; Boren, Sue

Experiential Learning of Mathematics: Using Manipulatives. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- EDO-RC-90-5

PUB DATE- Jun 90

NOTE- 3p.

CONTRACT- RI88062016

AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Abstract Reasoning; Elementary Secondary Education; *Experiential Learning; Information Sources; *Instructional Effectiveness; *Manipulative Materials; *Mathematics Instruction; *Methods Research; Object Manipulation; State Aid

IDENTIFIERS- Activity Based Curriculum; ERIC Digests

This ERIC digest examines recent research about the use of manipulatives to teach mathematics. "Manipulatives" refers to objects that can be touched and moved by students to introduce or reinforce a mathematical concept. The digest also speculates on some of the challenges affecting future use of manipulatives. Since the 19th century, educators have advocated the active involvement of children in learning. Research suggests that manipulatives are particularly useful in helping children move from the concrete to the abstract level. Building the bridge between these levels, however, requires careful structuring of manipulatives by the teacher. Studies indicate that manipulatives can be effective when used properly. Issues relating to the implementation and success of manipulatives include the availability of manipulatives, the period of students' exposure to manipulatives, and teachers' experience and training. Two influences will probably affect the use of manipulatives in the future: schools' efforts to conform to the

ED 321 980 SE 051 488

Latanick, Maureen Rogan; Gallagher-Allred, Charlette R.

Appraisal of Nutritional Status. Nutrition in Primary Care Series, Number 2.

Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 50p.; For related documents, see SE 051 486-502. See SE 051 503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; *Dietetics; Disease Control; Health Education; *Independent Study; *Medical Education; *Medical Evaluation; Medicine; *Nutrition; *Nutrition Instruction; Physiology; Preventive Medicine; Science Education; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were developed to provide more practical knowledge for health care providers, and in particular primary care physicians. The modules were written by dieticians and nutritionists working closely with physicians. The modules were field tested and reviewed by basic and clinical science faculty in a number and variety of educational programs. This module is designed to describe the clinically applicable techniques and procedures of nutritional status assessment, and provide guidelines for implementing these techniques in a primary care setting. Emphasis is placed on common nutritional problems likely to be encountered by the family physician. Included are the learning goals and objectives, self-checks of achievement with regard to goals, and references for the physician and for the physician to give to the patient. The appendices include skinfold thickness and arm-muscle circumference techniques, and a chart of ideal weight and urinary creatinine for height. (CW)

Hurley, Roberta Smith; Gallagher-Allred, Charlette R.
Nutritional Care of Deteriorating Patients. Nutrition in Primary Care
Series, Number 15.
Ohio State Univ., Columbus. Dept. of Family Medicine.
SPONS. AGENCY- Health Resources and Services Administration
(DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 80
NOTE- 32p.; For related documents, see SE 051 486-502. See SE 051
503-512 for "Nutrition in Health Promotion" series.
CONTRACT- 232-78-0194
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; Cancer; *Chronic Illness; *Dietetics;
Disease Control; Health Education; *Independent Study; *Medical
Education; *Medical Evaluation; Medicine; Nutrition; *Nutrition
Instruction; Physiology; Preventive Medicine; Science Education;
Special Health Problems; Therapeutic Environment; Therapy

Nutrition is well-recognized as a necessary component of educational programs for physicians. This is to be valued in that of all factors affecting health in the United States, none is more important than nutrition. This can be argued from various perspectives, including health promotion, disease prevention, and therapeutic management. In all cases, serious consideration of nutrition related issues in the practice is seen to be one means to achieve cost-effective medical care. These modules were designed to provide more practical knowledge for health care providers, and in particular primary care physicians. This module is designed to present a variety of modes of nutritional intervention that can be used to forestall or correct the progressive stages of nutritional deterioration frequently seen in patients with chronic illness. Also, a longitudinal model of nutritional intervention is presented to help the physician choose the best form of dietary intervention for typical longitudinal-care patients. Highlighted is the nutritional care of cancer patients. Included are learning goals and objectives, self-checks of achievement with regard to goals, references for the physician and for the physician to give to the patient, and a list of laboratory signs of nutritional deficiency helpful in determining nutriture. (CW)

ED 322 006   SE 051 518

Artzt, Alice F.; Newman, Claire M.
How To Use Cooperative Learning in the Mathematics Class.
SPONS. AGENCY- National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-293-7
PUB DATE- 90
NOTE- 78p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($6.95, individual members, bookstores or orders of 10 or more receive a 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Elementary School Mathematics; Elementary Secondary Education; *Learning Activities; Mathematics Education; *Mathematics Instruction; *Middle Schools; Problem Sets; *Secondary School Mathematics; *Teaching Methods

For individuals to cooperate they must develop certain skills and understandings. Unless schools engage in specific activities that teach cooperation, students may lack the skills they need to function in an adult society. Cooperative learning has much to offer for the mathematics class. Students enjoy discussing mathematics with other students. They benefit from their interaction with peers as well as with the teacher. This booklet provides a rationale, examples and discussions of methods designed to help teachers add cooperative learning to their repertoire of instructional methods. Homework reviews, lesson planning, group formation, features of successful groups, and the teacher's role are described. Twenty problems designed to be solved in cooperative-learning groups of students are provided with instructions, and student hand-outs. (CW)

Sequential Approach; *Social Studies
IDENTIFIERS- Expanding Environment; *Schools Without Walls

In designing a social studies curriculum, teachers and administrators need to consider issues of scope and sequence. Scope refers to the ways in which the content of various units taught in the social studies curriculum are fashioned. Sequence refers to the order in which these units are taught. An examination of the following guidelines is suggested to determine the scope of social studies units: a focus on each of the six major social science disciplines (geography, history, political science, economics, anthropology, and sociology) major activities of human beings; and the interests and needs of students. There are a number of approaches teachers and administrators may take when deciding the sequence in which social studies units are taught. These approaches include the expanding environment of the student; decisions made soley by teachers, principals, and supervisors; teacher-pupil planning; current affairs; and the "schools without walls" concept, which involves immersing students in the community beyond the school. (DB)

ED 322 020 SO 020 770

Ediger, Marlow
Living in a Mennonite or a Hutterite Community. (A Suggeted Resource Unit).
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Ability; Classroom Techniques; Educational Objectives; Elementary Secondary Education; Learning Activities; *Minority Groups; *Religious Cultural Groups; Resource Units; Rural Sociology; Student Attitudes
IDENTIFIERS- *Hutterites; *Mennonites

Within the United States there are minority groups whose beliefs, values, and customs differ from most citizens. Individuals living in Mennonite and Hutterite communities are members of such minority groups. The unique qualities of Mennonite and Hutterite communities present an opportunity for students to see U.S. society from a different vantage. This document presents a resource unit outline on Mennonite and Hutterite communities. The elements of the unit include understandings, skills, and attitudes to be developed by students; and suggested learning experiences and activities. A 5-item list of resources is included. (DB)

Manitoba Dept. of Education and Training, Winnipeg. Curriculum Development and Implementation Branch.
REPORT NO.- ISBN-0-7711-0826-5
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Assessment; *Educational Testing; Elementary Secondary Education; Grade 4; Grade 8; Grade 10; Scores; *Social Studies; Statistical Data; Student Evaluation; Tests
IDENTIFIERS- Manitoba

This preliminary report presents information about the first of four components of an assessment of social studies conducted in Manitoba (Canada) in June, 1989. The assessment was conducted at grades 4, 8, and 10. The four major components included: (1) a written or "pencil-and-paper" test for all three grade levels; (2) a survey of teachers from the three grade levels; (3) a group performance component for grade four students; and (4) an interview with teachers of those students who participated in the group performance. This document contains a summary of student performance based on the written component only. Results of student responses to particular items in the written test for each grade are given. The percent of students choosing each response is displayed in tabular form and bar graphs showing the distribution of student responses also are included for each grade. (DB)

ED 322 035 SO 030 002

McCauley, Daniel S.; McCauley, Joyce K.
Whose Footprints Are in the Sand Now? Micronesian Assimilation and Acculturation to Western Institutions.
PUB DATE- 89
NOTE- 25p.; Paper presented at the Annual SIETAR Conference (15th, Boston, MA, May 24-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; *Colonialism; *Cultural Influences; *Cultural Interrelationships; *Developing Nations; Higher Education; History; *Non Western Civilization; Social Studies
IDENTIFIERS- *Micronesia

Micronesians are in the throes of cultural and structural assimilation and it appears that integrating Micronesia into American social, political and economic structures is United States policy. Several cultures have been transmitted in Micronesia, one native, others superimposed from the West and from Japan; and there are three stages in terms of the historical perspective: (1) colonization; (2) migrant superordination; and (3) cultural and structural assimilation into American ideology and culture. First to arrive in Micronesia were the Spanish, followed by the Germans, with Japan receiving a mandate after World War I from the League of Nations. Japan used Micronesia as an extension of Japan and was influential in moving the Micronesians toward a Western style of life with a monied economy, a work ethic, and the people at the bottom of the hierarchy, providing only three years of schooling. American interest since the end of World War II has been strategic, not economic, to keep Micronesia out of the hands of another world power. Currently, the United States handles foreign policy and funds political, social and economic institutions; the Micronesians manage domestic policy and the move is towards greater assimilation. (NL)

Martin, Miguel Angel

The Meaning of Volunteerism. Volunteer Development Discussion Paper No. 2.

AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.

PUB DATE- Jul 88

NOTE- 8p.; For related documents, see SO 030 078-084.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Foreign Countries; *Foreign Culture; Higher Education; High School Students; Intercultural Communication; Intercultural Programs; International Organizations; *International Programs; Languages; Multilingualism; Secondary Education; Voluntary Agencies; *Volunteers

IDENTIFIERS- Spain

The word "volunteer" has a different meaning in various cultures. The ways that people from a variety of cultures perceived volunteerism offered insights into the ways that people from those cultures organized their nations and communities. In this paper, part of a series on volunteerism, the National Director of American Field Service Europe (AFSE Intercultura), a volunteer organization located in Madrid, Spain, described some ideas about the meaning of volunteerism. Among the insights identified was that an organization must be prepared to respond to the needs and goals expressed by its volunteers. (DB)

ED 322 051   SO 030 080

Benevole, Ehrenamtliche, Companero, Partner: Describing "Volunteer" in Different Cultures. A Roundtable Discussion with the AFS Volunteer Resources Study Research Team (the "Compameros").

AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.

PUB DATE- Dec 88

NOTE- 16p.; For related documents, see SO 030 078-084.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Discussion Groups; Foreign Countries; *Foreign Culture; *Group Discussion; Higher Education; *High School Students; Intercultural Communication; Intercultural Programs; International Organizations; International Programs; Languages; *Multilingualism; Voluntary Agencies; *Volunteers

Part of a larger study of volunteerism, a consulting team of nine individuals worked in eight countries studying the words used to describe people who "volunteer." Consultants participating in the discussion represented Australia, Ecuador, the United States, Jamaica, Canada, Germany, Japan, and Spain. The goal of the overall study was to understand better the culture of volunteerism, to understand the motivations of volunteers, and to learn how to attract and retain volunteers to support volunteer programs. Edited exerpts from the taped discussion of the consultants (who came to call themselves the companeros) are reproduced. (DB)

Constitutional Law; Higher Education; Instructional Materials; Secondary Education; Social Studies
IDENTIFIERS- American Civil Liberties Union; *Bill of Rights; United STates Constitution

The Nassau Chapter of the New York Civil Liberties Union (NYCLU) is a state affiliate of the American Civil Liberties Union (ACLU), a national, non-profit, non-partisan organization that defends civil liberties in and out of the courtroom. The goal of the group is the advancement of civil liberties according to strict interpretation of the U.S. Constitution and the Bill of Rights. This handbook is designed to answer questions about constitutional rights and how these rights apply to the daily lives of citizens. Questions included in the handbook are those actually submitted to the NYCLU from the public and include: (1) why isn't pornography illegal? (2) why does the ACLU defend free speech for racists and totalitarians? (3) do student editors have freedom of the press? and (4) why should someone be denied a job because he or she is white? (NL)

ED 322 067 SO 030 103

In Search of Canadian Materials.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0803-6
PUB DATE- 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Annotated Bibliographies; Area Studies; Educational Resources; Elementary Secondary Education; Foreign Countries; Instructional Materials; Resource Materials; *Social Studies; Teaching Guides
IDENTIFIERS- Canada; *Canadian Studies; *Manitoba

This bibliography is designed to identify quality educational materials about Canada for teachers, librarians, and administrators. Grade levels are indicated by broad categories, by particular suitability, and where provided, and price stated for each item. The materials are listed under the following categories: activity books, art, business education, Canadian studies, guidance, health, home economics, language and literature, Manitoba, multiculturalism, nature studies, outdoor education,

professional development, reference, science, social studies, sports, and womens studies. A directory of publishers and a title index are also included. (DB) teaching if students learn how to study and create art forms to be valued, in much the same way they should have value themselves for their independent form, for their membership in one of many histories of similar forms, and for their contribution to the multicultural intellectual history of a given period. Elementary teachers should enable students to establish the behavior and to develop the perceptual skills for learning to see visually and culturally. A 38-item bibliography is included. (Author/DB)

ED 322 083 SO 030 251

Patrick, John J.; And Others
James Madison and "The Federalist Papers."
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Center for America's Founding Documents, Boston, MA.; National Trust for Historic Preservation, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-941339-11-4
PUB DATE- 90
NOTE- 187p.
CONTRACT- RI88062009
GRANT- R123B80011
AVAILABLE FROM- Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizenship Education; *Constitutional History; Constitutional Law; Instructional Materials; Learning Activities; Political Issues; Political Science; Secondary Education; Social Studies; Teaching Methods; *United States History
IDENTIFIERS- *Federalist Papers; *Madison (James)

A collection of resources for high school history and government teachers and their students, this volume treats core ideas on constitutional government in the United States. James Madison's ideas as found in "The Federalist Papers" are examined in

DESCRIPTORS- Bachelors Degrees; *Degree Requirements; *Degrees (Academic); Doctoral Programs; *Graduate Study; Higher Education; *Institutional Mission; Masters Programs; Program Development; *Schools of Education

Before making recommendations for specific degree titles or requirements, schools of education should come to a clearer consensus regarding their mission and the relationship to that mission of their bachelor's, master's, and doctoral programs. Although institutions will likely continue to emphasize different types of teacher preparation programs and different areas of research, greater agreement among the nation's schools of education is essential if the integrity of graduate study in education is to be increased. The purpose of this article is to encourage a national discussion that will lead to a greater consistency regarding the central mission of schools of education and the meaning of different degrees offered by these school. One school of education's mission statement is examined, and its implications for graduate programs is discussed. The current status of graduate programs in U.S. schools of education are analyzed, and recommendations are made for improving these programs. (JD)

ED 322 099 SP 032 396

Firestone, William A.; Bader, Beth D.

Restructuring Teaching: Form, Process, and Outcome.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 18 Apr 90

NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).

GRANT- G008690011-89

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bureaucracy; *Career Ladders; Excellence in Education; *Governance; *Organizational Change; Power Structure; Professional Development; Program Development; *Teacher Education Programs; *Teacher Participation

Educators have recently become more willing to realign the educational system. One approach is restructuring, which can take many forms. This study looks at three districts that restructured teaching, two with career ladders and one with shared governance.

*Peer Relationship; Principals; Teacher Administrator Relationship; *Teacher Attitudes

First-year teachers' perceptions of the helpfulness of their teacher mentoring experiences during their induction into the profession were investigated in this study. It was found that most novice teachers perceived their mentoring experiences to be helpful; however, they rated other professionals in their school districts as being more helpful in aiding their transition into teaching than their formally assigned mentor teachers. The novice elementary teachers rated their building principals as being more helpful, and the novice secondary teachers rated other teacher colleagues as being more helpful than the mentor teachers. The areas of mentoring assistance found to be most valued by the neophyte teachers were in meeting school requirements and procedures, handling pupil discipline, and dealing with other professionals. Most of the first-year teachers reported spending considerable amounts of time with their teacher mentors (15 or more hours). The less well-prepared novice teachers spent less time with their mentor teachers and rated their principals as being more helpful in facilitating their transition into the profession than did the better prepared first-year teachers. (Author)

ED 322 115 SP 032 479

Lunenburg, Fred C.

Teacher Pupil-Control Ideology and Behavior as Predictors of Classroom Environment: Public and Catholic Schools Compared. Draft.

PUB DATE- Apr 90

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Authoritarianism; *Catholic Schools; Classroom Environment; Comparative Analysis; *Discipline; High Schools; Humanistic Education; *Institutional Characteristics; *Public Schools; Secondary Education; *Student Attitudes; *Teacher Attitudes; Teacher Student Relationship

This study examined differences between public and Catholic schools concerning teachers' pupil control ideology, teachers' pupil control behavior, and students' perceptions of their classroom environments. The concepts of humanistic and custodial pupil

*Group Dynamics; *Organizational Development; Peer Relationship; Political Issues; *Power Structure; Professional Autonomy; Public Policy; *Teacher Associations; Teacher Influence

This study describes a proactive approach to teacher empowerment that attended not only to public outside perspectives, but also to private internal ones. This approach is based on the concept that the power and authority which teachers exercise in the classroom can transform the teaching profession from the inside out. A committee of teachers was formed with the purpose of empowering teachers to make a public contribution. The committee exists within a loose national federation of 19 independent, college-preparatory elementary and high schools called here the "Network." The committee grew out of a grassroots request by teachers for a structural forum where they could exercise their voice and authority in the public consideration of education issues both in the Network and beyond it. The description and analysis of this committee is based on a model of the early stages of organizational development which proposes that every new group or organization involves the development of both ideas and relationships. The new group develops from ideas held by the founders which become embodied both in a design for the group and in the implementation of its specific details. In addition to describing the genesis of the committee and assessing its initial impacts, the paper discusses the model which guided the committee leaders and summarizes the activities of the committee during its first year. (JD)

ED 322 130 SP 032 521

Copper, Linda Royahn
Teachers as Researchers: Attitudes, Opinions and Perceptions.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Classroom Research; Elementary Secondary Education; *Institutes (Training Programs); *Program Attitudes; *Program Development; *Program Evaluation; Public Schools; Surveys; Teacher Attitudes
IDENTIFIERS- *Teacher Researchers

emphasize factual and procedural knowledge at the expense of deeper levels of understanding. New constructivist approaches to teaching and learning, which many reformers advocate, are inconsistent with much of what teachers believe--a problem that may be overcome if teachers are willing to rethink their views on a number of issues. Four important aspects of current thinking that may get in the way of teachers adopting a constructivist approach to teaching and learning are: (1) the tendency to think of both child and content as relatively fixed entities; (2) the tendency to equate activity with learning; (3) making a distinction between comprehension and application, learning and problem solving; and (4) viewing the curriculum as a fixed agenda. Identifying these views may advance the cause of constructivist reform. (Author/JD)

ED 322 145 SP 032 559

Paese, Paul C.; Flatau, Jack P.
Improving Criterion Process Teaching Skills during Student Teaching.
PUB DATE- Jun 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; *Feedback; Higher Education; *Observational Learning; Physical Education; Secondary Education; *Student Teaching; *Supervisory Methods; Teacher Effectiveness; Teaching Methods; *Teaching Skills

Recent literature indicates that supervision at the secondary level in physical education has had little significant impact on the overall experience of a student teacher. Two factors contributing to these results have been the type of setting and the nontraining of the cooperating teacher. Recent studies have also shown through objective data that the effectiveness of the student teacher could be changed through various supervisory techniques. Thus, by incorporating the use of objective data, a trained supervisor could alter the experience of a student teacher towards effectiveness. Research in physical education teacher education has also supported the use of qualitative methods to enhance a student teaching experience. Therefore, a field study was conducted in which a trained public school cooperating teacher recorded the overall experience of supervising a student teacher, incorporated various observation methods, and used the data collected to positively change teacher effectiveness. Through the use of both quantitative and ethnographic techniques, the final result of this study could contribute to the current research on the supervision of student teachers and effective teaching. (Author/JD)

text generation and analysis; and sample test items from various curriculum areas. Also included are a glossary of terms and a 60-item bibliography. (SLD)

ED 322 158 TM 015 248

Educational Quality Indicators: Taking Stock. Proceedings of the Conference (Los Angeles, California, October 12-13, 1989).

California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 89

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Abstracts; *Accountability; Achievement Tests; Conference Papers; *Educational Assessment; *Educational Quality; Elementary Secondary Education; High Risk Students; International Studies; Local Issues; National Programs; Performance; School Districts; School Restructuring; State Programs

IDENTIFIERS- *Educational Indicators; *Quality Indicators

An overview of an international conference held on the campus of the University of California at Los Angeles (UCLA) to take stock of the development and use of educational quality indicator systems at the local, state, national, and international levels is provided. Major implications and findings of the education summit held at the University of Virginia (Charlottesville), September 27-28, 1989, by President Bush and the nation's governors are discussed in the opening address by Emerson J. Elliott entitled "Accountability in the Post-Charlottesville Era." Educational reform in the area of accountability; indicators used by the National Center on Education Statistics; setting national goals and assigning accountability; measuring processes; and issues related to accountability and indicator systems, i.e., controls, and content, are examined; and an agenda for the future is briefly considered. Following this, summaries of six plenary sessions are provided. Because all groups in the education community must be involved in the dialog about the status and improvement of indicator systems, each panel of speakers included policy makers, practitioners, and researchers. The session sexes and minority students; and if the funding source has an interest to protect. Suggestions are provided for reducing bias in research. (SLD)

ED 322 171 TM 015 305

Campbell, Patricia B.
Says Who? Research, Authority, and Me: A Guide for Students.
Women's Educational Equity Act Program (ED), Washington, DC.
REPORT NO.- ISBN-0-930040-60-0
PUB DATE- 86
NOTE- 9p.; For related documents, see TM 015 304-308.
AVAILABLE FROM- Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Data Interpretation; *Educational Research; Elementary Secondary Education; Ethnic Stereotypes; *Evaluation Utilization; Guidelines; Minority Groups; Power Structure; Research Design; Research Methodology; Research Problems; *Research Utilization; Sex Differences; Sex Stereotypes; *Social Bias; *Student Role

This pamphlet provides suggestions for students concerning how to best use and interpret educational research. Students should recognize that there is nothing wrong with questioning research. Among the myths that must be challenged are that if something is published, it must be true, and that scientists are objective and uninfluenced by societal attitudes and their own prejudices. For example, there is evidence that many boys and girls have different mathematics experiences, but there is no evidence that sex differences in mathematics are natural or inherent. Myths go unchallenged because: people are more comfortable with the status quo; those who believe stereotypes probably will not accept research that challenges such beliefs; and many people accept or reject research without evaluating its quality. To evaluate research, a student should begin by asking whether: (1) the researchers' opinions can be told by reading the study; (2) conclusions are based on study results or the researcher's expectations; (3) the research tells precisely who was studied; and (4) the study makes sense. Students can evaluate and use research better by: checking the "facts" for themselves; not quoting facts without checking their accuracy; reading an entire study and not just the summary; being equally skeptical of research that does and research that does not seem right; finding out how to question authority in ways that provide information and not irritation; and looking at their own biases critically. (SLD) training. Students in the laboratory programs are provided with small group instruction (in addition to that provided in the classrooms), which uses alternative strategies and materials to encourage success for all students. The Kindergarten Enrichment Program provides half-day enrichment classes in addition to the regular kindergarten program. The K-1 Transition Program provides reinforcement for students not yet ready for the first grade in the form of an additional year of instruction. A total of 5,979 students from 68 schools were served by the DMP programs as of April 30, 1990 for the 1989-90 school year. Specific needs, budgeting information, and staffing data are discussed. The responsibilities of each program's administrators are outlined; current year goals and objectives for the programs are discussed; and the process, product, and future plans are summarized. Nine data tables and three pie graphs are included. (RLC)

ED 322 184   TM 015 340

Shermis, Mark D.; And Others
An Extension of the Norms for the Stress Response Scale for Children.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Groups; Coping; Factor Analysis; High Schools; *High School Students; *Rating Scales; Test Interpretation; *Test Norms; Test Reliability
IDENTIFIERS- Confirmatory Factor Analysis; *Stress Response Scale (Chandler); Texas

The original norms for the 40-item Stress Response Scale (SRS) were established on children aged 5-14 years and are reported by age and gender. While the norm group age range is appropriate for the clinical screening intent of the instrument, it is restrictive for studies that might examine the effects of stress on secondary school children or as a measure that can be used in a longitudinal study. The purpose of this study was to extend the norms of the SRS to the 15-18 year old age group. Parents of 100 students in each of four grades (grades 9 through 12) attending a suburban high school in central Texas were sent a cover letter, consent form, demographic data sheet, and the SRS. A total of 155 15 to

participation in the activities of the EDP in terms of helping them to achieve the goals of the EDP, was developed based on the goals of the evaluation, a review of the related literature, and advice from three research experts. The questionnaire can be revised yearly, and it identifies the percentage of employee participation in each of the employee development activities listed in the questionnaire, new activities that would potentially result in the personal and professional development of the participants, and suggestions for improving the questionnaire's design and administration. A general purpose data sheet is included. (RLC)

ED 322 197 TM 015 390

Henderson, Susan J.; Orr, Scott P.
Identifying Students at Risk for Failure on the Licensing Examination for Registered Nurses.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; *College Students; Equations (Mathematics); *Failure; Grade Point Average; Higher Education; *High Risk Students; *Licensing Examinations (Professions); Nurses; *Nursing Education; Predictive Measurement; *Predictor Variables; Scores; Standardized Tests; State Programs; Testing Programs
IDENTIFIERS- Maine; Mosby Assess Test; National League for Nursing Achievement Tests; Scholastic Aptitude Test

A method was developed for identifying students who may be at high risk for failing the State Board Licensing Examination (SBE) for registered nurses. The subjects used in developing prediction equations included 50 students who graduated from the nursing program at Saint Joseph's College (SJC) in North Windham (Maine) during the years 1983-84. The validation group included 105 students who graduated from the nursing program at SJC during the years 1985-88. Subjects were predominately single, white, females in their early twenties. The SBE score was the outcome variable. Predictor variables included subjects' Scholastic Aptitude Test (SAT) scores and college course grades in the areas of science, statistics, and nursing theory. Grade point averages were also used. Two standardized tests of nursing content--the National League for Nursing (NLN) test on Nursing of Children and the Mosby Assess Test (MAT)--were administered to the subjects. Prediction

1990. First, background information is provided on the organization and structure of two-year postsecondary education in South Carolina, and an argument is put forth for a system of comprehensive community colleges. Next, the report discusses the purposes and requirements of the nine proposed degree programs in terms of curricula, projected enrollments, costs, and additional staff and facilities needs. A summary of this discussion indicates that: (1) the primary purpose of the proposed degree programs is to provide the first 2 years of collegiate general education for those whose goal is a baccalaureate degree; (2) the most common argument for requesting the AA/AS programs was to provide access to baccalaureate education for nontraditional, underserved students (i.e., older, part-time, minority students); (3) program implementation would require each institution to add specific courses; (4) each of the nine colleges projected an initial enrollment of approximately 150 students in 1990, with the total for all colleges estimated at 1,350 students in 1990 and 2,689 students in 1994; (5) in total, the nine colleges anticipated the need for an additional 35 full-time faculty and 12 full-time equivalent (FTE) faculty hired on a part-time basis; (6) though no new facilities were required, total additional library resources were expected to cost $286,000, and equipment needs to cost $235,000; and (7) the total additional costs to begin the programs were estimated by the colleges to be $2,253,000 in 1990-91. The South Carolina Commission on Higher Education approved the nine proposals for implementation in fall 1990, with stipulations regarding costs, reporting, and library resources. (JMC) listing the benefits of these agreements, part 1 considers the types of courses involved (e.g., introductory or developmental courses); and the steps in developing course equivalent agreements. A sample agreement establishing the equivalency of a high school typing class and a college keyboarding class is provided. The agreement describes proficiency requirements and core competencies and includes a course outline. This section concludes with BCC's guidelines for developing an equivalence agreement. Part 2 focuses on program management, including a summary of the stages in the overall process and detailed discussions of the roles and responsibilities of the high schools and colleges at each stage. The high schools' responsibilities are identified as completing statements of intent to participate, sending beginning-of-year enrollment data to the college, awarding college equivalency credit for course completion, and sending a final report to the college. College responsibilities include granting college credit to entering students, tracking student progress, and awarding certificates and degrees. Relevant forms are attached. (GFW)

international projects in which Switzerland has been involved; and (3) consolidate the inter-cantonal network of specialists in school development and maintain the operational availability of the network of international experts set up during the CDCC's work. After identifying categories of participants and profiling the Swiss projects, sections report the overall organization of the seminar and provide general conclusions. The detailed program, descriptions of the Swiss projects, a checklist for evaluating the Swiss projects, and a list of participants are appended. (RH)

Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($8.25, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Abuse; *Child Caregivers; Child Development; Child Health; Child Neglect; *Day Care; Diseases; Educational Environment; Emotional Experience; Guidelines; *Infants; Interpersonal Communication; Preschool Education; Recordkeeping; Safety; Socialization; Teacher Role; *Toddlers
IDENTIFIERS- *Caregiver Child Relationship; Diapering; Infant Care; Toilet Training

Intended for use in conjunction with videos illustrating key concepts and caregiving techniques, this guide focuses on how the daily routines of caring for infants and toddlers can become opportunities for promoting the child's learning and development and for deepening the relationship between child and caregiver. Special attention is given to such topics as parents' concerns, the need for consistency between home and child care, and cultural diversity in child care programs. The guide is divided into sections on separate caregiving routines, with practical advice on how to conduct them. Each section deals with the young infant (birth to 9 months), the mobile infant (6 to 18 months), and the toddler (16 to 36 months). Sections concern: (1) greetings and departures; (2) feeding; (3) diapering and toileting; (4) dressing and bathing; (5) sleeping and naptime; (6) preparing, ordering, and maintaining the environment; (7) health and safety; (8) recordkeeping; and (9) special issues with children and families. Each section includes lists of points for caregivers to consider and suggested resources. A summary of questions about caregiving routines and an appendix of related materials conclude the document. (RH)

NOTE- 37p.; Appendix B (p.31-35) contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Class Size; Educational Practices; Grade 1; Mathematics Instruction; Primary Education; Questionnaires; Reading Instruction; School Effectiveness; Surveys; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- *Project STAR; Research Results

Teaching practices and professional and personal characteristics of 49 effective first-grade teachers, and the materials they used, were studied in an effort to determine what effective teachers do to promote learning in reading and mathematics. Data indicated that effective teachers: (1) had high expectations for student learning; (2) provided clear and focused instruction; (3) closely monitored student learning progress; (4) retaught using alternative strategies when children did not learn; (5) used incentives and rewards to promote learning; (6) were highly efficient in their classroom routines; (7) set and enforced high standards for classroom behavior; and (8) maintained excellent personal interactions with students. Enthusiasm in the form of acting, demonstrating, and role playing was prominent among the teachers. The teachers were for the most part those whose classes had been substantially reduced in size or had the effect of being reduced by the use of aides. A total of 43 effective teachers had either small classes or an aide; only 7 had large classes. Due to good organization, effective teachers used almost an hour more teaching time per week for mathematics and reading than did other teachers. The effective teacher practices survey instrument, a Project STAR grouping questionnaire, and a research synthesis on effective schooling practices are appended. (RH)

in Their Child's Educational Process.
PUB DATE- 90
NOTE- 74p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Check Lists; *Elementary School Students; Grade 3; *Homework; *Parent Education; *Parent Participation; Primary Education; Program Descriptions

An elementary school teacher designed and implemented a year-long practicum study on parent education which was intended to improve parent participation in their third-graders' school work and learning. A parent awareness component was added to Parent Teacher Organization programs. Guest speakers presented programs on topics that involved parents and ways parents could help their child. Teachers compiled parent information booklets and sent them home to parents. Children's work folders and letters to parents were also sent home regularly. In addition, the number of face-to-face and telephone conferences was increased. Practicum evaluation data suggested that the intervention was effective. Parents increased their involvement in their children's education. Appendices provide measures, the parent information booklet, and other related materials. (RH) provide no clear direction as to which needs should be addressed immediately. Survey responses were further correlated with years of respondents' teaching experience, but no significant links were found. The authors advise readers not to accept any of the alleged causes of dropping and not to expand existing programs without first: (1) establishing sufficient research evidence that the proposed treatment will be effective; or (2) developing public awareness that the existing research is substantial. (TES)

"Curriculum and Evaluation Standards for School Mathematics" and the commitment of state resources to transform theory into practice. Some state and local initiatives have mandated the implementation of manipulatives through policy, law, or curriculum documents. Among the states that mandate or encourage manipulative use are California, North Carolina, Tennessee, and Texas. The document concludes that further research is needed to shed more light on the effectiveness of manipulatives in both elementary and secondary schools. The document includes 10 references. (TES)

conjunction with their counterpoints in essays of the Anti-Federalists. This volume contains three main sections. Part 1 includes three papers that provide background information and ideas for teachers, "The Federalist Papers in the Curriculum" (John J. Patrick); "James Madison and the Founding of the Republic" (A. E. Dick Howard); and "The Constitutional Thought of the Anti-Federalists" (Murray Dry). Part 2 of the volume includes six lesson sets for high school students of U.S. history or government. Each lesson set consists of a teaching plan and accompanying lessons for students. Part 3 contains 13 primary documents: 7 papers by Madison in "The Federalist" and 6 papers by leading Anti-Federalists. A selected annotated bibliography (Earl P. Bell) provides teachers and students with additional information on Madison and "The Federalist Papers." (DB)

The reforms took two directions--professional and bureaucratic--which had important consequences for the process and outcomes of the restructuring. Many factors were encompassed in the direction taken, including how districts addressed certain dimensions of job and organizational design; i.e., authority and autonomy. Political factors that shaped the direction of development include the shape of the state program; the support of the board; the vision of the superintendent; and the interactions of board, superintendent, teachers and teachers' associations. Where the direction was bureaucratic--imposed from the top down with little or no teacher influence--there was significant teacher resistance, standardization of curriculum and instruction, and negative impacts on teacher motivation. Where the direction was professional--developed locally with significant teacher influence--there was widespread teacher acceptance, significant differentiation in curriculum and instruction, and positive impacts on teacher motivation. Where the direction was mixed--both top down and teacher-influenced design and implementation--results were mixed and difficult to assess. (Author/JD) control ideologies were used to contrast types of individual orientations and the types of school organizations that they seek to rationalize and justify. Custodial orientation depicts a classroom atmosphere with a rigid and highly controlled setting concerned primarily with the maintenance of order. Humanistic orientation conceives of the school and classroom as an educational community in which students learn through cooperative interaction and experience. The subjects of the study were secondary teachers and students in two public school districts and in the Catholic schools in a large city in the Midwest. Teachers in the Catholic schools were found to be more humanistic in pupil control ideology than teachers in public schools; however, no statistically significant differences were found in either pupil control behavior or students' perceptions of their teachers' control patterns. The finding that teacher humanism in pupil control ideology and behavior is associated with students' perceptions of classroom life as more interesting, challenging, and action-packed, supports earlier research; it shows that teachers do make a difference in what school is like for students. (JD)

Teacher researchers may be the essential link between the philosophy and training of higher education and the grass roots implementation at the public school level. The Teacher-Researcher (T-R) Institute has the potential of providing a catalyst for role change and a channel for research in action. This paper describes the merits and defaults of the Baltimore County (Maryland) T-R program from the classroom teacher's point of view. It also shows the perceptions of a group from the Maryland Writing Project. Teacher-researchers attend a 1-week workshop at the T-R Institute to prepare manuscripts describing classroom investigations for publication in education journals. To determine the impact of the T-R Institute on professional growth, a 10-item questionnaire requiring handwritten responses was developed and distributed. A follow-up evaluation was conducted via telephone interviews. An instrument developed from the outcomes of the two surveys was designed to measure attitudes toward the program. Responses to the questionnaire are discussed and briefly analyzed. The findings indicated similar positive attitudes and opinions both from the T-R participants and the more diverse Maryland Writing Project. (JD)

topics include: (1) National and State Issues: The Role of NAEP; (2) State and District Issues: The Role of Indicators and Assessment in School Reform and School Restructuring; (3) National and State Issues: The Impact of Commercial Achievement Tests; (4) Performance Assessment: Implications for Large-Scale Assessment and Indicators; (5) Accountability and At-Risk Students; and (6) International Educational Indicators: Their International and National Roles. In conclusion, conference participants' responses to a questionnaire that asked them to specify the benefits and dangers of indicator systems and to identify implications for policy, practice, and research are identify implications for policy, practice, and research are summarized. Sixty-one publications available from the UCLA Center for the Study of Evaluation are listed. (RLC)

18-year-old subjects were included in the study. Both exploratory and confirmatory factor analyses were performed in order to validate the structure of the SRS with older children. Two procedures were used to determine the number of significant factors. The results indicate that the SRS can be used for longitudinal studies of children aged 5 to 18 years. While the results do not entirely replicate the personality theory model used for the original norm group, they provide confirmatory evidence on three of the five subscales. The study also highlights the utility of using LISREL confirmatory factor analysis techniques in understanding the structure of test data. Eight data tables are included. (RLC) equations were developed from a step-wise regression analysis for each of the following periods: pre-admission; end of the freshman, sophomore, and junior years; and the end of the fall semester of the senior year. The verbal SAT score was the best predictor of failure in the freshman year, but it was replaced as the best predictor at the end of the sophomore year by the cumulative average of nursing and science course grades. The MAT was the best predictor in the senior year. The results support the predictive value of comprehensive tests that are similar in style and format to the SBE. Relationships exist between various test scores and SBE performance. It is concluded that pre-admission test scores, such as the verbal SAT, are valuable predictors early in a program. NLN examinations in the content area of maternal-child health are consistent predictors of SBE. (RLC)

DOCUMENT RESUME

ED 322 198 TM 015 393

Tobi, Hilde

Item Response Theory at Subject- and Group-Level. Research Report 90-1.

Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- May 90
NOTE- 35p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bayesian Statistics; Comparative Analysis; Educational Assessment; Elementary Secondary Education; Equations (Mathematics); *Estimation (Mathematics); Foreign Countries; Groups; *Item Response Theory; Literature Reviews; Maximum Likelihood Statistics
IDENTIFIERS- *Group Level Item Response Models; Item Parameters; *Subject Level Item Response Models; Three Parameter Model; Two Parameter Model

This paper reviews the literature about item response models for the subject level and aggregated level (group level). Group-level item response models (IRMs) are used in the United States in large-scale assessment programs such as the National Assessment of Educational Progress and the California Assessment Program. In the Netherlands, these models are useful to the National Institute for Educational Measurement, especially for the Dutch National Assessment Program of Educational Achievement. After a short introduction on IRMs on the subject level, a comprehensive treatment is given of the following estimation methods for subject-level parameters: joint maximum likelihood, conditional maximum likelihood, marginal maximum likelihood, logit based parameter estimation, the Bayesian approach, and other estimation procedures. A group-level IRM describes the probability of a correct response from an examinee selected at random from a specific group. The following group-level models are described: the group fixed-effects model, the two-parameter and three-parameter normal-normal model, the normal-logistic model, and the California

DOCUMENT RESUME

ED 322 211 TM 015 456

Kyllonen, Patrick C.; Shute, Valerie J.
Taxonomy of Learning Skills. Interim Technical Report for the Period February 1986-1987.
Universal Energy Systems, Dayton, OH.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TP-87-39
PUB DATE- Apr 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aptitude Tests; *Classification; Cognitive Processes; Cognitive Style; *Computer Assisted Instruction; Higher Education; *Individual Differences; Learning Processes; *Learning Strategies; Programed Tutoring
IDENTIFIERS- *Basic Instruction Programs; *Intelligent Tutoring Systems; LISP Programing Language

Questions concerning individual differences in learning ability may be more precisely addressed in light of an agreed-upon taxonomy of learning skills. Existing taxonomies are reviewed, and their shortcomings are described. A taxonomy is then proposed based on a synthesis of current thought consisting of four dimensions: the forms of knowledge; the types of learning activities; the importance of the domain; and the effects of the learner's style. The taxonomy is applied to the analysis of three computerized systems in an attempt to answer: what learning skills the systems currently exercise; what skills the systems test; and what other skills might fruitfully be tested. The three instructional systems are: (1) the Basic Instruction Program developed at Stanford University, one of the first operational intelligent tutoring systems; (2) the intelligent tutoring system for the computer programming language LISP developed by J. R. Anderson and others (1985); and (3) Smithtown, a system for enhancing students' problem-solving and inductive learning skills in the context of microeconomics. How the taxonomy might guide research that attempts to validate new aptitude tests against performance in complex

DOCUMENT RESUME

ED 322 224 TM 015 512

Ogle, Laurence T., Ed.
Programs and Plans of the National Center for Education Statistics. 1990 Edition.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-668
PUB DATE- Jun 90
NOTE- 109p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Databases; *Data Collection; Educational Assessment; *Educational Planning; Elementary Secondary Education; Federal Government; *Federal Programs; Longitudinal Studies; *National Programs; National Surveys; Postsecondary Education; Publications; *School Statistics; Vocational Education
IDENTIFIERS- *National Center for Education Statistics

The National Center for Education Statistics (NCES) collects statistics on the condition of education in the United States, analyzes and reports the meaning and significance of these statistics, and assists states and local education agencies in improving their statistical systems. This publication contains a summary of all recent data collections and current data systems conducted by the NCES and information on the use of those collections. Information is provided on statistical data maintained on elementary and secondary education, postsecondary education, educational assessment, national longitudinal studies, vocational education, and the major publications of the NCES. Under each of the educational categories of information, users of this manual will find information on data uses, plans for the future, selected publications and tabulations, data tapes, and the data collection calendar. Major publications that are described include: "The Condition of Education," "Digest of Education Statistics," and "Projections of Education Statistics". (TJH)

DOCUMENT RESUME

ED 322 237 UD 026 952

Devins, Neal E.
Public Values, Private Schools.
REPORT NO.- ISBN-1-85000-347-5
PUB DATE- 89
NOTE- 309p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis, Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007 ($48.00 hardcover--ISBN-1-85000-342-4; $22.00 paperback--ISBN-1-85000-374-5).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compulsory Education; Educational Discrimination; Elementary Secondary Education; Equal Education; Federal Regulation; *Government School Relationship; Parochial Schools; *Politics of Education; *Private Education; Private Schools; Public Education; *Public Policy; *Religious Education; School Effectiveness; *School Law; Values Education
IDENTIFIERS- Establishment Clause; Pierce v Society of Sisters

Controversy surrounding private education involves questions of compulsory education's role in inculcating values, how much alike public and private schools should be, and the duty of educational institutions to conform to constitutional norms. This book examines government regulation and resistance, legislative and judicial approaches, and issues of equality and educational effectiveness in the context of private schools. The book includes an overview chapter, "Introduction: Private Schools and Public Values" (Neal E. schools. Chapter 1, into chapters by different authors. There are 13 chapters. Part I (Neal E. Devins) provides a general overview of the topic. Following this, the book is divided into four parts, with the remaining 12 chapters numbered consecutively from chapter 1. Part Part II is "Law, Politics, and the Regulation of Private Schools." Part III is "Private Schools and the Pursuit of the Public Good." Part IV is "Prospects for Reform." Each chapter contains a list of references, and the book includes notes on contributors and an index. (AF) "Prospects for Reform," contains the following the Public Good," contains the following Regulation

DOCUMENT RESUME

ED 322 249 UD 027 537

Zeldin, Shepherd; Bogart, Joanne
Education and Community Support for Homeless Children and Youth: Profiles of 15 Innovative and Promising Approaches.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 90
NOTE- 42p.; Reduced size type throughout.
CONTRACT- LC-89089001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Programs; *Cooperative Programs; *Educational Innovation; Elementary Secondary Education; High Risk Students; *Homeless People; Program Descriptions; *School Community Programs; State Programs; *Student Needs; Urban Programs
IDENTIFIERS- Shelters; *Stewart B McKinney Homeless Assistance Act 1987

This report profiles 15 programs that are providing education and support services to homeless students. These programs have been selected from over 40 nominations from state homeless coordinators and from national organizations concerned with services to the homeless. The profiled programs were selected on the basis of innovative educational programming suited to the needs of the local population and community. The use of existing community resources is emphasized. State-administered programs in Maryland (Baltimore) and Texas (Austin) are described. The following districtwide programs are described: (1) Allentown School District (Pennsylvania); (2) New York City Board of Education (New York); and (3) Madison Metropolitan School District (Wisconsin). The following district-operated school building programs are described: (1) City Park Elementary School (Dallas, Texas); and (2) Burnet Street Elementary School (Newark, New Jersey). The following district-operated shelter-based programs are described: (1) Harbor Summit School (San Diego, California); and (2) South Area Emergency Housing Center (Sacramento, California). The following shelter-based programs operated by nonprofit organizations are profiled: (1) Kansas Children's Service League (Topeka, Kansas); and (2) Grace Hill Neighborhood Services (St. Louis, Missouri). The

DOCUMENT RESUME

ED 322 262 UD 027 562

At the Crossroads of Poverty and Affluence: A Latino Funding Agenda for Orange County. The Orange County Latino Assessment Study. Full Report.
Tomas Rivera Center, Claremont, CA.
PUB DATE- 90
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Disadvantaged; *Economic Opportunities; *Educational Needs; Financial Support; *Health Needs; Hispanic Americans; Minority Groups; *Political Power; *Public Policy; Surveys; Urban Areas; Urban Demography
IDENTIFIERS- *California (Orange County); *Latinos

This report identifies specific goal-oriented interventions that must be undertaken if Latinos in Orange County (California) are to take advantage of the county's economic prosperity. Orange County Latinos are emerging as a rapidly growing, diverse, and youthful sector of the population. The Latino population is clustered in the older neighborhoods near Los Angeles, which have been abandoned by White residents in the process of suburbanization. Latinos comprise 15 percent of the county's population but 30 percent of its poor, and the Latino unemployment rate is twice that of Whites. The median family income of barrio residents is $28,688 compared to that of $43,857 for non-barrio residents. The median educational level of Latino barrio residents is 7.6 years compared with an average of 13.2 years for White non-barrio residents. Lainos are overrepresented among operatives and laborers and underrepresented among executives and professionals. Although Latino school enrollment increased by 63 percent over the past decade, Latinos represent only 4.6 percent of all public school teachers. Information was gathered from a detailed demographic review, a telephone survey of 400 Latinos, a mail survey of 87 Latino community leaders, and a series of focus group discussions. The following primary funding goals were given top priority: (1) improve levels of educational attainment; (2) foster economic opportunities for entrepreneurship and occupational advancement;

DOCUMENT RESUME

ED 322 274 UD 027 575

Mitchell, Vernay
Curriculum and Instruction To Reduce Racial Conflict. ERIC/CUE Digest No. 64.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-90-4
PUB DATE- Apr 90
NOTE- 3p.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Conflict Resolution; Cultural Awareness; *Curriculum Development; Educational Research; Elementary Secondary Education; *Multicultural Education; Program Descriptions; *Racial Bias; *Racial Relations; Social Integration
IDENTIFIERS- ERIC Digests

Multicultural education, anti-racist education, and conflict resolution are curriculum-based approaches to reducing racial conflict. Since the 1930s, attempts have been made to develop curricula to change negative racial attitudes and encourage appreciation for people of all races. In the 1980s, multicultural education has focused on the unique qualities and the mutual interdependence of minority and majority groups within a society and of various communitites within the world system. However, some critics have suggested that education labelled "multicultural" evades the issue of racism by diverting attention to milder topics. Some studies demonstrate the limited effectiveness of multicultural programs and the fact that some school districts without minority group students do not promote the discussion of racial or ethnic differences. Anti-racist education and conflict resolution address racism by allowing teachers and students to analyze the

Assessment Program model. Analogies and differences between group-level and subject-level IRMs are discussed. Group-level IRMs may be justified as aggregate descriptions of IRMs on subject-level, and they may be interpreted analogously. Group-level IRMs are implied by subject-level IRMs only when within-group ability distributions are identical except for location. For the subject-level, the addition of an examinee increases the number of incidental (ability) parameters; however, for the group-level, the number of ability parameters does not increase. (RLC)

ED 322 199 TM 015 394

Engelen, Ronald J. H.; Jannarone, Robert J.
A Connection between Item/Subtest Regression and the Rasch Model. Research Report 89-1.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Dec 89
NOTE- 17p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; Comparative Analysis; Equations (Mathematics); *Estimation (Mathematics); *Goodness of Fit; Item Analysis; Item Response Theory; *Mathematical Models; *Regression (Statistics); Test Items
IDENTIFIERS- *Item Subtest Regression; *Rasch Model

The purpose of this paper is to link empirical Bayes methods with two specific topics in item response theory--item/subtest regression, and testing the goodness of fit of the Rasch model--under the assumptions of local independence and sufficiency. It is shown that item/subtest regression results in empirical Bayes estimates only if the Rasch model holds. Additionally, it is shown that a newly-derived exploratory goodness-of-fit test for the Rasch model, which does not need item and person parameter estimates, can be seen as an empirical Bayes test. This test compares the observed proportions of correct answers to one specific item, given any pattern that leads to a number-right score. These proportions should be about equal. (RLC)

learning systems is discussed. Seven tables and three figures illustrate the text. A 79-item list of references is included. (Author/SLD)

ED 322 212 TM 015 457

Samejima, Fumiko
Validity Measures in the Context of Latent Trait Models.
Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- ONR-RR-90-3
PUB DATE- 15 Jun 90
NOTE- 30p.
CONTRACT- N00014-87-K-0320-4421-549
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; Computer Assisted Testing; Equations (Mathematics); *Item Response Theory; *Mathematical Models; Test Items; Test Reliability; *Test Validity
IDENTIFIERS- Classical Test Theory; Information Function (Tests); *Theta Estimates

Test validity is a concept that has often been ignored in the context of latent trait models and in modern test theory, particularly as it relates to computerized adaptive testing. Some considerations about the validity of a test and of a single item are proposed. This paper focuses on measures that are population-free and that will provide local and abundant information just as the information functions do in comparison with the test reliability coefficient in classical mental test theory. In so doing, validity indices for different purposes of testing and those that are tailored for a specific population of examinees are considered. The resulting indices should not be incidental as those in classical mental test theory are; they are truly attributes of the item and the test. Six figures illustrate the discussion. (Author/SLD)

ED 322 213 TM 015 458

UD

ED 322 225 UD 026 838

Gonzales, Frank
First and Second Language Acquisition Process. Training Module I.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 64p.; For related documents, see UD 026 839-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; complete set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingualism; Elementary Secondary Education; *English (Second Language); English Instruction; *Language Acquisition; *Language Skills; Learning Modules; Limited English Speaking; Non English Speaking; *Second Language Learning; Teacher Education
IDENTIFIERS- National Origin Desegregation Assistance Centers

The process of first and second language acquisition is the subject of this training module. It guides trainers through the activities and lessons necessary to familiarize administrators, teachers and other school staff with the processes a non-English speaking student goes through during the acquisition of English as a Second Language. Nine activities are described and materials, including nine transparency masters and four handouts, are contained within the module. A background reading assignment for presenters consists of a chapter from "Bilingual Education: A Sourcebook" (Alba Ambert, Sarah Melendez). Goals for the participants are the following: (1) to become familiar with the nature of language and language proficiency; (2) to become familiar with the processes for acquiring the first and second languages and the interrelationship between the two; (3) to become familiar with the English-as-a-Second-Language categories; and (4) to acquire

of Private Schools," contains the

ED 322 238 UD 027 158

Pell, Elena; And Others

Hacer lo mejor de la educacion de su nino: Una Guia para padres. Preparado para el Proyecto para la Movilizacion de la Communidad Hispana para la Provencion de la Desercion Escolar. (Making the Most of Your Child's Education: A Guide to Parents. Prepared for the ASPIRA Hispanic Community Mobilization for Dropout Prevention Project).

ASPIRA Association, Inc., Washington, DC. National Office.

SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.; Department of Education, Washington, DC.; PepsiCo, Inc., Purchase, NY.

PUB DATE- 89

NOTE- 58p.; For English translation, see UD 027 159.

GRANT- SR01D80010-89

AVAILABLE FROM- Aspira Association, Inc., 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($5.00; quantity discount).

LANGUAGE- Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Translations (170)

DESCRIPTORS- Discipline; Elementary Secondary Education; Family Involvement; *Hispanic Americans; Interpersonal Communication; *Parent Participation; *Parent Rights; *Parent Role; Parents; *Parent School Relationship; *Parent Student Relationship; Study Skills

IDENTIFIERS- Hispanic American Students; *Latinos

This guide, in Spanish, offers practical advice to Latino parents on how to help their children succeed academically. Chapter 1, "About This Booklet," discusses the importance of parent involvement in a child's education and development and reviews the format of the five other chapters. Chapter 2, "What Is Parent Involvement, and Why Should I Get Involved?" emphasizes the role of the home in learning. Chapter 3, "How Do I Talk with My Child?" develops interpersonal communication skills and discusses the necessity of keeping lines of communication open between parent and child. Chapter 4, "How Do I Help My Child Study?" outlines how, when, where, and what children should study at home and suggests places where parents can find help with homework. Chapter 5, "How Do I Discipline My Child? (And Can the School Follow My Example?)"

following community-based programs operated by nonprofit organizations are described: (1) Martha's Table (Washington, D.C.); (2) Attala County Homeless Assistance (Salas, Mississippi); (3) Salvation Army (Cambridge, Massachusetts); and (4) Atlantic Street Center (Seattle, Washington). A chart illustrating program characteristics and a list of 23 additional projects nominated for review are appended. (FMW)

ED 322 250 UD 027 540

Lewis, Anne
Beating the Odds: Four Stories.
National Association of State Boards of Education, Alexandria, VA.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Case Studies; Comprehensive Programs; *Health Programs; High Schools; High School Students; Personal Narratives; Program Descriptions; *Pupil Personnel Services; *School Counseling; *School Health Services; Social Networks; *Social Support Groups; Student Welfare; Urban Programs

This publication describes four school health programs from the standpoint of young people who participate in them. Its purpose is to indicate how committed staff members in comprehensive school health programs can help students to succeed. The publication identifies four well-respected programs in diverse settings that are using innovative approaches to improve the health and academic achievement of individual students, and reports on an encounter at each program site with a young person who has been helped by the program. A common theme among these narratives is the experience of growing up in an America far different from that of previous adolescent generations. Each account discusses situations and problems modern youth must confront, and describes how access to a network of professionals and helping adults can provide what these young people need for their passage through adolescence. The following programs are described: (1) the school-based Youth Services Program, New Brunswick (New Jersey); (2) Communities in Schools, San Antonio (Texas); (3) STAR (Student Taught Awareness and Resistance) Program, Kansas City (Missouri); and (4) Jackson-Hinds Comprehensive Health Center, Jackson (Mississippi).

(3) promote the availability of a broad range of health services; and (4) increase levels of civic and political involvement. Program strategies are suggested for each goal. Statistical data are presented on 91 tables and 10 graphs. (FMW)

ED 322 263 UD 027 563

An Equal Chance: Education At-Risk Children To Succeed. Recommendations for School Board Action.
National School Boards Association, Alexandria, VA.
PUB DATE- Mar 89
NOTE- 23p.; For a related document, see ED 307 359.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Boards of Education; Cooperative Programs; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Program Development; *School Business Relationship; *School Community Relationship
IDENTIFIERS- *Collaboratives

These recommendations for school boards to solve the problems of at-risk youth accompany a report that provides background on the problem, discusses policy implications, and provides examples of strategies for helping at-risk students. The following recommendations are suggested: (1) awaken communities to the danger of ignoring the needs of at-risk students; (2) forge an alliance of education, parent, community, and business leaders to assess the problem locally and gather support for programs; (3) seek the help of parents, teachers, community organizations, and social services in identifying at-risk students and coordinating programs; (4) ensure that programs are based on sound research and practices, evaluated, and documented; (5) work with community agencies, private industry, and colleges to assess the need for alternative and postsecondary education; (6) ask the local business community to identify work skills and provide job training and work experiences; (7) boost business community involvement by encouraging board membership and contributions; (8) use economic development councils and civic and community groups to make the schools' needs a planning priority; (9) define, develop, and fund local programs for at-risk youth and seek additional authority and funding from the state and Federal governments for collaborative

inequalities in power and economic status that determine race relations. The following recommendations for evaluating and reforming curricula and school policy are suggested: (1) issue policy statements that cover broad school district philosophy, hiring practices, and the handling of bias-motivated incidents; (2) maintain racial and cultural diversity among school personnel; (3) provide services for victims of bias-motivated violence; (4) report and monitor trends in racial attitudes; (5) establish school-wide committees on human relations; (6) use the arts to encourage critical thinking about social issues; (7) check textbooks and other resources for bias; (8) reflect the cultural diversity of the school in teaching strategies; and (9) affirm racial and cultural differences with regular and special activities. A list of 16 references and six resources are appended. (FMW)

ED 322 275 UD 027 576

Wells, Amy Stuart
Public School Choice: Issues and Concerns for Urban Educators. ERIC/CUE Digest No. 63.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-90-3
PUB DATE- Mar 90
NOTE- 5p.; This publication was developed with funding from the National Committee on Public Policy.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Access to Education; *Admission (School); Educational Improvement; Educational Research; Elementary Education; Free Choice Transfer Programs; Low Income Groups; Magnet Schools; Minority Groups; Open Enrollment; *Parent Participation; *Public Schools; *School Choice; *Urban Education
IDENTIFIERS- ERIC Digests

Existing choice plans, which allow parents and students to choose among a variety of schools, vary dramatically in size, shape, and

ED 322 200 TM 015 402

Pollack, Judith M.
Some Issues in Free Response Testing.
PUB DATE- 12 Jun 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Costs; Educational Assessment; Elementary Secondary Education; Equated Scores; *Longitudinal Studies; Multiple Choice Tests; National Programs; *National Surveys; Scoring; Test Construction; *Test Format; Testing Programs; Test Reliability; Test Validity
IDENTIFIERS- *Free Response Test Items

This paper summarizes an investigation of applications and issues in free response (FR) testing during 1989. It draws on ideas from the results of the National Educational Longitudinal Study 1988 (NELS:88) field test, a seminar series at the Educational Testing Service (ETS), working papers prepared for several FR testing applications, and conversations with several individuals at the ETS and elsewhere who have been implementing FR testing. Focus is on incorporating FR items in the NELS:88 test battery. Benefits of the FR format, scoring considerations, resource costs, domain coverage, reliability considerations, validity considerations, equating issues, and implications for longitudinal testing are considered. The primary advantage of the FR format is that it offers the opportunity to assess what the student can do, rather than only what the student knows. However, given the short testing time available for the NELS:88 survey, the use of FR items would necessarily entail a very sparse sampling of the content domains being tested. The resulting low reliability of the change score measurements would limit the usefulness of the data in identifying factors related to educational achievement. It is concluded that FR tests may be more accurate than multiple-choice tests, but they involve considerable cost and sacrifice reliability. The appropriate choice or mix of FR and multiple-choice testing modes depends on the purposes and uses of the test scores. (RLC)

ED 322 201 TM 015 404

Samejima, Fumiko
Content-Based Observation of Informative Distractors and Efficiency of Ability Estimation.
Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- ONR-RR-90-05
PUB DATE- 5 Jun 90
NOTE- 54p.
CONTRACT- N00014-87-K-0320-4421-549
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Identification; *Distractors (Tests); Equations (Mathematics); *Estimation (Mathematics); *Item Response Theory; Mathematical Models; *Multiple Choice Tests; Objective Tests; Test Construction; Testing Problems; Test Interpretation; Test Items; *Test Use
IDENTIFIERS- *Ability Estimates; Graded Response Model; Nominal Response Model

The shortcomings of the conventional way of using and interpreting multiple-choice tests are summarized. Some theories and methodologies that can be applied for better use multiple-choice test items are described. Empirical facts are introduced to support the theoretical observations. New strategies are proposed that will reduce "noise" and lead to more efficient ability estimation. In so doing, simple-minded avoidance of non-monotonicity of the operating characteristic of the correct answer is reconsidered, and the efficient use of informative distractors is taken into account. This paper deals with nominal response and multiple-choice test situations in which examinees are required to choose one of the given alternatives in connection with the graded response model. The operating characteristic of a given response pattern is a product of the operating characteristics of the item response categories contained in that response pattern. The multiple-choice test situation should be treated as a special instance of the nominal level of response, although the problem of random or irrational choice should be investigated. Twenty-four graphs are included. (SLD)

ED 322 214 TM 015 460

strategies for placing limited English proficient students in the appropriate level and program of instruction. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 322 226 UD 026 839

Gonzales, Frank
Integrating the ESL Student into the Content Area Classroom. Training Module II.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 56p.; For related documents, see UD 026 838-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; complete set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Content Area Reading; Elementary Secondary Education; *English (Second Language); Learning Modules; *Limited English Speaking; Organizational Effectiveness; Second Language Learning; Teacher Education
IDENTIFIERS- National Origin Desegregation Assistance Centers

Content area classes in mathematics, science, and social studies offer many opportunities for students to learn language skills. Teachers of these subjects can be trained to work with students who are learning English as a Second Language (ESL). The lessons in this training module familiarize teachers with classroom management theory and strategies which will help them to integrate the ESL student successfully into the content area classroom. ten activities are described and materials, including five transparency masters and 10 handouts, are contained within the module. Goals for the ten handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with the problems that second language learners face in the content area describes the qualities of good discipline, gives advice on what parents can do if they want to change the discipline policy in their child's school, and includes a list of steps to take if a child is suspended. Chapter 6, "What Are My Rights To Be Involved in the School?" reviews parents' legal right to know what is going on in the child's classroom, to work for changes, and to obtain special education when needed. Each chapter includes discussion questions and exercises to help parents work with other parents to explore how to improve their children's success at school. A list of 12 references, a list of participating organizations, and a brief description of the ASPIRA Association are appended. (FMW)

ED 322 239   UD 027 159

Pell, Elena; And Others
Making the Most of Your Child's Education: A Guide for Parents. Prepared for the ASPIRA Hispanic Community Mobilization for Dropout Prevention Program.
ASPIRA Association, Inc., Washington, DC. National Office.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.; Department of Education, Washington, DC.; PepsiCo, Inc., Purchase, NY.
PUB DATE- 89
NOTE- 58p.; For Spanish translation, see UD 027 158.
GRANT- S201D80010-89
AVAILABLE FROM- Aspira Association, 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($5.00; quantity discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Discipline; Elementary Secondary Education; Family Involvement; *Hispanic Americans; Interpersonal Communication; *Parent Participation; *Parent Rights; *Parent Role; Parents; *Parent School Relationship; *Parent Student Relationship; Study Skills
IDENTIFIERS- Hispanic American Students; *Latinos

This guide offers practical advice to Latino parents on how to help their children succeed academically. Chapter 1, "About This Booklet," discusses the importance of parent involvement in a child's education and development, and reviews the format of the other five chapters. Chapter 2, "What Is Parent Involvement, and Why Should I Get Involved?" emphasizes the role of the home in

Each narrative includes photographs of its student subject in school and community settings. Program profiles, including contacts and addresses for further information, are appended. (AF)

ED 322 251 UD 027 545

Bezuidenhout, J. J.
Comparative Education Statistics: Part 2. Black Education: 1960-1983. Report 0-298.
Human Sciences Research Council, Pretoria (South Africa). Inst. for Educational Research.
REPORT NO.- ISBN-0-7969-0727-7
PUB DATE- 89
NOTE- 331p.; For Part 1, see ED 290 645.
AVAILABLE FROM- Human Sciences Research Council, Private Bag x41, Pretoria 0001, South Africa.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Historical Materials (060)
DESCRIPTORS- *Black Education; Educational Finance; Educational History; *Educational Needs; *Educational Trends; Elementary Secondary Education; *Enrollment Trends; Equal Education; Foreign Countries; Statistical Data; *Teacher Qualifications
IDENTIFIERS- *South Africa

This second part of a five-part study of education in South Africa traces the development of black education, emphasizing trends since 1960, and examines current problem areas. The following historical phases in the development of black education are outlined: (1) the traditional phase, prior to 1798, during which blacks received no education; (2) the mission phase, from 1799 to 1850, during which blacks were educated by missionaries in church schools; (3) the mission school and government school phase, 1851 to 1958, during which the provincial governments assumed responsibility for black education; and (4) the independence phase, since 1959, during which the independent states established departments of education but the Department of Education and Training retained control of black education in the "white" areas of the Republic of South Africa. A detailed review of the increases in population growth rates and expenditures on education between 1960 and 1983 indicates that financing, facilities, and teacher education have become an urgent priority. The following problems facing educational authorities concerned with black education are identified: (1) backlogs from programs involving the schools, other public agencies, and private organizations; (10) assess the impact of school reforms, state mandates, and school district policies and procedures on at-risk students; (11) seek an equitable system of funding for school districts with high concentrations of at-risk students; and (12) work with state and national school boards associations to share strategies, policies, and model programs. (FMW)

ED 322 264 UD 027 564

Hispanic Children and Their Families: A Key to Our Nation's Future = Los Ninos Latinos y Sus Familias: La Llave al Futuro de Nuestro Pais. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 25 Sep 89
NOTE- 191p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dropouts; Economic Opportunities; *Educational Needs; Elementary Secondary Education; *Family Environment; *Family Problems; *Family Programs; *Financial Needs; Hearings; Higher Education; *Hispanic Americans; Minority Group Children; Quality of Life
IDENTIFIERS- Congress 101st; *Hispanic American Students

This document comprises testimony presented at a hearing on Hispanic children and their families. Nine witnesses included educators, social scientists, community leaders, and elected officials from Hispanic communities. The following testimony was presented: (1) reports citing the growing Hispanic dropout rate and declining economic progress obscure the accomplishments of Hispanic Americans by including the large number of recent immigrants with the Hispanics who have lived in the United States for some time; (2) community-based programs, such as the Academia del Pueblo program (Kansas City, Missouri), represent the most effective means to meet early educational needs; (3) the Bexar County Women's Center (San Antonio, Texas), whose clients are 56 percent Hispanic, offers counseling, employment, and educational programs to help purpose. Different types of choice programs have different impacts, especially on low-income and minority group students; and it is not yet clear how school choice programs should be structured to assure that those students with the fewest resources will not be shut out of the best schools. Reasons for the political appeal of choice plans include the following: (1) low-income and minority families can avoid poorly run and overcrowded urban schools; (2) free market, competitive principles are infused into a sluggish public education system; (3) individual families have more control over which schools their children attend and what services are provided; (4) a low-cost solution to problems in public education is provided; (5) pupil needs are better matched to school offerings; and (6) parent involvement may be increased. However, critics argue that many programs discriminate against poor and minority parents who are less informed about how the educational system works or are too overwhelmed with day-to-day survival to research the various educational options. There is a dearth of well-documented research on how school choice programs affect either academic achievement or educational opportunities. The following variations in choice programs are outlined: (1) controlled choice; (2) magnet schools; and (3) interdistrict and open enrollment. Recommendations for more equitable programs consist of the following suggestions: (1) a clear goal statement; (2) outreach to, and information and counseling for parents; (3) a fair, unrestrictive, noncompetitive, and equitable admissions procedure; and (4) provision of adequate transportation for students. A list of 11 references is appended. (FMW)

ED 322 276 UD 027 588

Mei, Dolores M.; Dworkowitz, Barbara
Chapter 1 and Pupils with Compensatory Educational Needs (P.C.E.N.). Comparison of Instructional Models 1988-89. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jul 90
NOTE- 19p.
AVAILABLE FROM- Office of Research, Evaluation, and Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Nolet, Victor; Tindal, Gerald
Evidence of Construct Validity in Published Achievement Tests.
PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Construct Validity; Elementary Secondary Education; *Norm Referenced Tests; Scoring; Standardized Tests; *Test Interpretation; Test Results; Test Use; Test Validity
IDENTIFIERS- *Test Batteries; Test Publishers

Valid interpretation of test scores is the shared responsibility of the test designer and the test user. Test publishers must provide evidence of the validity of the decisions their tests are intended to support, while test users are responsible for analyzing this evidence and subsequently using the test in the manner indicated by the publisher. Publishers of achievement batteries provide a variety of types of data to support the technical adequacy of their tests; however, the utility of this information as evidence of construct validity has not been explored. This study analyzed data provided by achievement test publishers to investigate the existence of a network of evidence to support various inferences about the meaning of scores obtained from these measures. Focus was on examining various aspects of the construct validity of published norm-referenced achievement test batteries. Nine group and four individually administered achievement tests were reviewed. The materials examined for each test included student response booklets, scoring protocols, administration manuals, objectives lists, test coordinators' handbooks, and technical manuals. Results show that achievement test batteries are adequate measures of general achievement in the broadly defined constructs of reading, mathematics, and language expression; however, inferences about student performance in skill areas represented by the various subtests included in most achievement batteries seem not to be supported. It is concluded that test publishers are ill-advised to demarcate many subskills in the categories of reading, language, and mathematics. Reliability and validity data indicate that the fewer the number of facets into which constructs are divided, the better. The published achievement test batteries studied seem to have convergent validity but no discriminant validity and mono-operation bias, severely limiting the kinds of inferences that can be made. These tests fail to represent the wide range of classroom-relevant behaviors that are components of each construct. Four tables are included. (RLC)

Black, Harry; And Others
Learning, Teaching and Assessment: A Theoretical Overview. SCRE Project Report No. 20.
Scottish Council for Research in Education.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
REPORT NO.- ISBN-0-947833-43-9
PUB DATE- Jun 90
NOTE- 44p.; Working paper prepared as part of the first stage of the Teaching, Learning and Assessment in the National Certificate Project.
AVAILABLE FROM- Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH8 8JR, Scotland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Research; Educational Theories; Foreign Countries; Higher Education; *Instruction; *Learning Theories; Literature Reviews; *National Programs; Program Evaluation; Research Methodology; Teacher Certification; Teacher Education; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *National Certificate (Scotland)

This overview of the literature on teaching, learning, and assessment was prepared to help develop a shared understanding by educators, researchers, and students to inform subsequent research conducted by the Scottish Council for Research in Education (SCRE) into the National Certificate in Scotland. Section 1 serves as an introduction to the paper. Section 2 reviews learning theories back to the time of Plato and Aristotle. Topics include: rationalism, associationism, constructivism, the cognitive information processing model, metacognition, and student-oriented approaches to understanding learning. Criticisms of each of these theories are provided. Section 3 reviews empirical work on teaching. The three strands identified in this area include: (1) attempts to reconcile the nature of the teaching process with the requirements of particular theories of learning; (2) attempts to impose descriptive categories on the process; and (3) examinations of teachers' own thinking about the teaching process. Section 4 offers an analysis of the norm-referenced and criterion-referenced traditions in assessment. Section 5 examines the ways teaching, learning, and assessment are treated in the literature concerning Scotland's Action Plan and the criterion-referenced National Certificate program. Section 6 outlines the role of this overview with regard to research proposed under the SCRE project. Five figures and a 46-item list of references are included. (SLD)

classroom; (2) to become familiar with the concept that cognitive skills and language skills are developed through science, mathematics and social studies; (3) to become familiar with organizational techniques used to accommodate students' individual needs; and (4) to become familiar with the benefits of collaborative planning between content area teachers and ESL teachers. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules are available on topics related to desegregation and equity. (VM)

ED 322 227 UD 026 840

Gonzales, Frank
Federal Statutes & Directives Regarding National Origin Students. Technical Assistance Module.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 95p.; For related documents, see UD 026 838-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; complete set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education; *Compliance (Legal); Desegregation Methods; Educational Legislation; Elementary Secondary Education; English (Second Language); *Equal Education; *Limited English Speaking; *Student Needs; Technical Assistance
IDENTIFIERS- Lau Decision; National Origin Desegregation Assistance Centers

Federal statutes and directives regarding national origin students is the subject of this technical assistance module. It is a guide for trainers who seek to familiarize education personnel with the legal aspects of providing services to limited English proficient (LEP) students. Nine activities are described and materials, including 17 transparency masters and 2 handouts, are contained within the module. Background readings for presenters deal with learning. Chapter 3, "How Do I Talk with My Child?" develops interpersonal communication skills and discusses the necessity of keeping lines of communication open between parent and child. Chapter 4, "How Do I Help My Child Study?" outlines how, when, where, and what children should study at home and suggests places where parents can find help with homework. Chapter 5, "How Do I Discipline My Child? (And Can the School Follow My Example?)" describes the qualities of good discipline, gives advice on what parents can do if they want to change the discipline policy in their child's school, and includes a list of steps to take if a child is suspended. Chapter 6, "What Are My Rights To Be Involved in the School?" reviews parents' legal right to know what is going on in the child's classroom, to work for changes, and to obtain special education when needed. Each chapter includes discussion questions and exercises to help parents work with other parents to explore how to improve their children's success at school. A list of 12 references, a list of participating organizations, and a brief description of the ASPIRA Association are appended. (FMW)

ED 322 240 UD 027 160

Fernando, Fernandez R.
Characteristics of Hispanic High School Students. Five Cities High School Dropout Study.
ASPIRA Association, Inc., Washington, DC. National Office.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.; Department of Education, Washington, DC.; Social Science Research Council, New York, N.Y.
PUB DATE- 89
NOTE- 200p.; Chart Essay prepared under the direction of the Chart Essay Resarch Group. Printed on colored paper. For related documents, see UD 027 161-162.
AVAILABLE FROM- Aspira Association, Inc., 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($20.00, quantity discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Characteristics; Dropout Research; *Family Characteristics; *Grade 9; High Risk Students; High Schools; *High School Students; Hispanic Americans; Institutional Characteristics; Questionnaires; *Student Characteristics; *Urban Schools; Urban Youth
IDENTIFIERS- *Hispanic American Students; Research Suggestions

the past; (2) disparities in education; (3) characteristic Third World growth rates; (4) underqualified teachers; (5) high pupil-teacher ratios; (6) shortage of classrooms; and (7) inadequate funding. Statistical data are included on 45 tables and 13 graphs. Abstracts in English and Afrikaans are also included. A 162-item bibliography and an index are appended. (FMW)

ED 322 252 UD 027 547

Cuellar, Alfredo; Cuellar, Mariano-Florentino
From Dropout to High Achiever: An Understanding of Academic Excellence through an Analysis of Dropouts and Students-at-Risk.
San Diego State Univ., CA. Imperial Valley Campus. Inst. of Borders Studies.; S. H. Cowell Foundation, San Francisco, CA.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; Dropout Prevention; *Dropouts; Educational Environment; *Educational Experience; Excellence in Education; *High Achievement; *High Risk Students; High Schools; High School Students; Minority Group Children; *Program Content; Student Characteristics; Student School Relationship

This report attempts to demonstrate that dropouts follow a path inverse to the one that students follow to academic excellence by presenting a review of literature pertaining to dropouts and students at risk. It examines the process by which at-risk students are separated from academic excellence, and attempts to understand the factors behind academic excellence and student achievement within the context of findings relating to at-risk students and dropouts. The following subjects are addressed in the literature review: (1) the characteristics of at-risk students; (2) the causes of the dropout rate, both internal and external to school; (3) effective methods of dropout prevention and support programs for at-risk students; and (4) academic excellence based on findings about at-risk students. The results from each section of the review are discussed. The complete review indicates that programs designed to support at-risk students and programs that effectively encourage academic excellence are strikingly similar in most respects. In addition, the process through which at-risk students drop out women and their families become economically and emotionally secure; (4) economic policies are needed to counteract the combined influence of the rapid Hispanic growth rate and the precipitous decline in their socioeconomic status; (5) changes in school policies and practices, formulated with the involvement of the Hispanic community, are needed to halt the dropout rate; (6) high priority should be given to policies that preserve and reinforce the strengths of Hispanic families; (7) cities need to develop better employment and training programs to assist low-income Puerto Rican families; (8) Avance Family Support and Education Progams (San Antonio, Texas) provides services to help parents improve their children's lives; and (9) successful Hispanic Americans can inspire and support Hispanic youth to graduate from high school and obtain a college education. A chart illustrating a family intervention model and statistical data on one table and 18 graphs are included. (FMW)

ED 322 265 UD 027 565

Davis, E. Dale
A Study of Hispanic Dropouts.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Attitudes; Dropout Research; *Dropouts; *Family School Relationship; *Hispanic Americans; Secondary Education; *Student School Relationship; Surveys
IDENTIFIERS- *Hispanic American Students

This study examines the reasons why Hispanic youth drop out of school. Three groups of Hispanic interviewers gathered information from a total of 245 Hispanic dropouts. Eighteen teachers interviewed 140 dropouts, 15 adolescents interviewed 72 dropouts, and 33 businessmen, of whom 6 responded to the interview for a relative who had dropped out. The following reasons why Hispanic students drop out of school are reported: (1) school-related factors were the most frequently reported; (2) economic factors were reported by more than 20 percent of the dropouts; (3) family-related factors were reported by at least 25 percent of the dropouts; (4) peer-related factors were reported by only eight of the dropouts; (5) about 20 percent of the dropouts reported generally favorable attitudes towards school despite the decision

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Classroom Techniques; *Compensatory Education; English (Second Language); High Schools; *Models; Program Evaluation; *Remedial Programs; *Secondary School Students; *Teaching Methods; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

This report evaluates the use of instructional models in eight New York City high school remediation programs funded in 1988/89 by Chapter 1 of the Education Consolidation and Improvement Act and the Pupils with Compensatory Educational Needs (PCEN) program. It found that teaching strategies within each of the models were surprisingly similar. The following models were examined: (1) Model A, providing a supplementary reading/writing lab class for up to 20 Chapter 1 or PCEN students in conjunction with a course on the same subject; (2) Model B, infusing remediation into the regular curriculum of PCEN students; and (3) Model D, providing remediation for up to 17 Chapter 1 students with one teacher, or up to 34 students with a two-teacher team approach. Teachers of Math Skills and English Instructional Services (EIS) both used testing to identify areas of need, supplementary materials, preparation drills for the Regents Competency Tests (RCT), and computers for skill building. Most English-as-a-Second-Language (ESL) teachers used small-group learning, peer tutoring, and homework helpers to teach a mixture of students who all needed help in English but only some of whom needed remediation in basic skills. Teachers perceived that the programs were effective by giving students attention that they could not receive in the regular classroom. Teaching strategies within models were similar: 68 percent of the sample classes, based on Models B or D, infused remediation into the regular curriculum. (FMW)

ED 322 277 UD 027 589

Mei, Dolores M.; And Others
Inquiry Demonstration Project 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 90
NOTE- 30p.
AVAILABLE FROM- Office of Research, Evaluation, and Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY

ED 322 202   TM 015 407

Becker, Betsy Jane; Hedges, Larry V.
Synthesizing Correlation Matrices.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Equations (Mathematics); *Estimation (Mathematics); *Mathematical Models; *Matrices; Regression (Statistics); *Synthesis
IDENTIFIERS- *Correlation Matrices; Linear Models

The problem of combining information to estimate standardized partial regression coefficients in a linear model is considered. A combined estimate obtained from the pooled correlation matrix is proposed, and its large sample distribution is obtained. This estimate can be generalized to address situations in which not every study measures every variable. The method can be used to synthesize estimates of coefficients that cannot be estimated in any single study because no study obtains all of the necessary correlations. It can also be generalized to handle random effects models in which correlation parameters vary across studies. Notation and a model for the results of a series of studies examining intercorrelations among a set of "p+1" variables are provided. An estimator of the pooled correlation matrix and its standard error are derived, and a set of procedures for determining whether a common population correlation matrix underlies the set of empirical results is provided. How the pooled correlation matrix can be used to estimate the standardized coefficients of a regression model for variables measured in a series of studies is shown. Data from a synthesis of relationships among school science variables are used to illustrate the procedures. (RLC)

ED 322 203   TM 015 409

ED 322 215 TM 015 461

Biester, Thomas W.
Trends in School Improvement: Regional Test Results, 1984-1989.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 45p.
CONTRACT- 400-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Data Analysis; Educational Improvement; *Educational Trends; Elementary Secondary Education; Mathematics Achievement; *Needs Assessment; Reading Achievement; *Regional Programs; Standardized Tests; Testing Programs; Test Norms; *Test Results; Trend Analysis
IDENTIFIERS- Pennsylvania; Scholastic Aptitude Test

As part of an overall regional needs assessment, an overview is provided of testing programs in the mid-Atlantic region, consisting of: the District of Columbia; Delaware; Maryland; New Jersey; and Pennsylvania. The testing programs vary widely by objective and approach. One of the major needs assessment activities is the examination of student performance data related to designated learning goals for each jurisdiction. From the diverse types of data, analysis has yielded individual state performance trends and regional performance trends. Scores were converted to a standard score metric to enable meaningful comparisons of gross student performance trends. Major conclusions include the following: (1) reading achievement scores fluctuated from 1984 to 1989, with improvement for elementary and secondary grades and stability or decline for intermediate grades; (2) for the whole period, there was overall improvement in mathematics, with some declines in 1988 and 1989; (3) overall results for 1989, while generally positive, were not as strong as those for previous years; (4) students in the region generally performed above national norms on standardized tests, and scores were particularly high for the elementary school level; (5) most students met minimum proficiency scores established by the states; and (6) scores on the Scholastic Aptitude Test (SAT) tended to be below the national average, but regional SAT scores improved from 1988 to 1989. Each state is in the process of reviewing testing programs to ensure that accurate indicators of achievement are available. Twelve tables provide study data. (SLD)

legal matters; the first is by Gloria Zamora and the second is a chapter from "Bilingual Education and Bilingual Special Education" (Fradd, Tikunoff). Goals for the participants are the following: (1) to become familiar with the services available through Title IV of the Civil Rights Act for national origin minority populations; (2) to become familiar with the federal legal requirements concerning LEP students; (3) to become familiar with procedures necessary to insure the rights of LEP students; and (4) to develop recommendations for meeting the needs of LEP students enrolled in the local education agency (LEA). The suggested time for completion of the module is 3 hours. Nine training modules and two more technical assistance modules are available on topics related to desegregation and equity. (VM)

ED 322 228 UD 026 841

Gonzales, Frank
Recognizing Cultural Differences in the Classroom. Training Module III.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 53p.; For related documents, see UD 026 838-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; complete set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acculturation; *Cultural Differences; Culture; Elementary Secondary Education; *Ethnic Groups; *Ethnic Stereotypes; Learning Modules; Minority Group Children; Minority Groups; Teacher Education; Technical Assistance; Value Judgment
IDENTIFIERS- National Origin Desegregation Assistance Centers

Recognizing cultural differences in the classroom is the subject of this training module. It guides trainers through the activities and lessons necessary to familiarize education personnel with cultural elements that some national origin minority populations may bring to the school environment. Nine session components are described

This document, presented in chart essay form, reports findings of a study of the individual, family, school, and community characteristics of Hispanic ninth grade students enrolled in predominantly minority high schools in major American cities in 1986-87. The findings represent an essential firt step in ascertaining why Hispanic students stay in or drop out of school. The survey sample comprised 706 ninth grade Hispanic students randomly selected from 7 high schools in 5 cities to form a stratified sample representing the following 4 largest Hispanic groups in the United States: (1) Mexican Americans; (2) Puerto Ricans; (3) Cubans; and (4) Central Americans. A questionnaire, administered in 1986, gathered data on more than 300 specific variables. Responses to each survey question are reported in the form of a chart of statistical data accompanied by comments on trends and are grouped by the following major topics: (1) student characteristics; (2) parent characteristics; (3) language usage; (4) school environment; (5) school issues; (6) homework and studying; (7) academic concerns; (8) working; and (9) future plans. A summary of the most frequently given responses is included for each topic. Common characteristics and differences among the four groups are summarized. The following recommendations for future research are suggested: (1) the similarities and differences among groups provide the framework to inform policy making and guide future research; (2) a one-day invitational seminar should be convened to explore policy implications of the findings; and (3) a future research agenda should be identified linking student retention status at the close of 1988-89 with the data compiled during 1986-87. Explanations of the sampling design and the questionnaire design are appended. (FMW)

ED 322 241 UD 027 161

Fernandez, Ricardo R.; Velez, William
Who Stays? Who Leaves? Findings from the ASPIRA Five Cities High School Dropout Study. Working Paper #89-1.
ASPIRA Association, Inc., Washington, DC. National Office.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.; Social Science Research Council, New York, N.Y.
PUB DATE- 89
NOTE- 30p.; For related documents, see UD 027 160-162.
AVAILABLE FROM- Aspira Association, Inc., 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($3.00).
LANGUAGE- English

corresponds to the process through which students move towards academic excellence. Further research, particularly with ethnographic methodology, on the parallels and differences between dropouts and high achievers is recommended. Six figures and a list of 70 references are included. (JS)

ED 322 253 UD 027 548

Asian Americans: A Status Report. Fact Sheet for the Chairman, Select Committee on Hunger, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-90-36FS
PUB DATE- Mar 90
NOTE- 72p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Asian Americans; Census Figures; *Economic Status; *Educational Attainment; *Employment Level; Federal Programs; *Health; Income; Nutrition; Refugees; Socioeconomic Status; Unemployment; *Welfare Recipients

This fact sheet presents information on the status of Asians in the United States. The following sections are included: (1) "Introduction," which includes Asian American population statistics, and the objectives, scope, and methodology of the study; (2) "Overall Income and Employment Status Comparable With U.S. Population, But Varies Widely Among Asian American Groups"; (3) "Overall Adult Educational Levels Same or Higher Than Total U.S. Adults, but Vary Widely Among Asian American Groups"; (4) "Health and Nutrition Appear to Compare Well With U.S. Population Overall, Except for Southeast Asian Refugees"; (5) "Welfare Participation Approximates Representation in U.S. Population"; (6) "Barriers Exist, but Do Not Prevent Welfare Participation"; and (7) "Programs Help New Arrivals Attain Economic Self-Sufficiency." The following information is appended: (1) chronology of U.S. laws and presidential actions affecting Asian immigration; (2) data limitations; (3) methodology; (4) Asian American and other community organizations contacted by The General Accounting Office; (5) statistics on education; (6) cancer deaths (1978-81); (7)

to drop out; (6) 35% of the dropouts reported positive attitudes towards school personnel; (7) about 40 percent of the dropouts reported positive attitudes towards school subjects; (8) all dropouts expressed specific dislikes about both teachers and school; and (9) slightly more than half of the dropouts indicated that an improvement in family-related factors would have been necessary for them to remain in school. Recommendations for dropout prevention are suggested. A list of 32 references (endnotes) is appended. (FMW)

ED 322 266 UD 027 566

O'Hare, William; And Others
Real Life Poverty in America: Where the American Public Would Set the Poverty Line.
Center on Budget and Policy Priorities, Washington, DC.
SPONS. AGENCY- Families USA Foundation, Washington, DC.
PUB DATE- Jul 90
NOTE- 57p.
AVAILABLE FROM- Center on Budget and Policy Priorities, 777 N. Capitol Street, NE, Suite 705, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; *Family Financial Resources; *Federal Government; *Low Income; *Poverty; *Standards; Surveys
IDENTIFIERS- *Gallup Poll

This report discusses the results of a 1989 poll conducted by the Gallup Organization in which a representative sample of Americans were asked where they would set the poverty line. The poverty line in current use by the Federal Government was created in the mid-1960s, using data from the 1950s. Setting the poverty line involves a basic decision about the minimum standard of living a society considers acceptable, and below which a family should be considered poor. Adults were asked what amount of weekly income they would use as a poverty line for a family of four (husband, wife, and two children) in their community. The following findings are reported: (1) the average figure reported was $15,017 per year, which is $3,000, or 24 percent, higher than the Federal Government's poverty line; (2) responses varied according to whether respondents lived in a metropolitan area or outside of one, and according to the region in which they lived, but the respondents in every area set the poverty line higher than the

11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Dropout Prevention; *Dropout Programs; *High Risk Students; High Schools; High School Students; *Inquiry; *Inservice Teacher Education; Program Evaluation; *Thinking Skills; *Urban Schools
IDENTIFIERS- *New York City Board of Education

The 1988/89 New York City high school Inquiry Demonstration Project (IDP) met or surpassed its evaluation criteria. The IDP comprised the Urban Academy, a laboratory school serving high-risk students, and an on-site staff development program in seven high schools. The overall goal was to promote the use of the inquiry method in the classroom. The inquiry method is a student-centered process in which students question, analyze, and evaluate a body of material. Through increased use of the inquiry method, the program sought to develop students' critical thinking skills and to encourage high risk students to stay in school. Evaluation objectives were that 70 percent of the Urban Academy students would increase their attendance rates and be enrolled in a high school program as of spring 1989. The Academy students achieved an 87 percent attendance rate and a 93 percent retention rate. Interviews with students and teachers indicated satisfaction with the Academy and the on-site programs, but the Academy did not appear to serve as a training site to the extent that it had in previous years. The on-site programs appeared to serve as an antidote to burnout and as a focus of teacher creativity and innovations. Recommendations for improvement include encouraging on-site program teachers to remain in the program longer, redevelopment of the Academy as a training site, and a future evaluation of the success of the inquiry method in promoting critical thinking. (FMW)

ED 322 278 UD 027 591

Guthrie, Larry F.; Guthrie, Grace Pung
Providing Options for At-Risk Youth: The Health and Media Academies in Oakland. Interim Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),

Harrison, Patti L.; And Others
Vineland Adaptive Behavior Scales Performance of EMR and TMR Children.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (San Francisco, CA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Behavior Patterns; *Children; Comparative Testing; Elementary Secondary Education; Intelligence; *Mild Mental Retardation; *Moderate Mental Retardation; Performance; *Rating Scales; Special Education; *Test Norms
IDENTIFIERS- *Vineland Adaptive Behavior Scales

Data were collected to develop special norms for the Vineland Adaptive Behavior Scales (VABSs) for educable mentally retarded (EMR) and trainable mentally retarded (TMR) children. These scales currently report special norms for retarded adults. The study also sought to determine if the low to moderate relationship typically found between intelligence and adaptive behavior scores of normal children is supported for samples of EMR and TMR children using the VABSs. Practitioners of the VABSs were contacted and asked to record demographic information; placement category; Vineland Survey Form (VSF), Vineland Expanded Form (VEF), and Vineland Classroom Edition (VCE) scores; intelligence test scores; and other test data concerning their clients. Data forms were studied for 204 EMR children and 113 TMR children ranging in age from 3 through 18 years at the time of VSF or VEF administration, and from 3 to 12 years at the time of VCE administration. Three tables of supplementary norm group percentile ranks were prepared. As expected, the mean Vineland scores for TMR children were lower than were those for EMR children. The means of VSF and VEF scores for EMR children indicate that the sample typically scored in the low range. However, means for the VCE daily living skills and socialization domains were in the moderately low range for EMR children. Most correlations with measures of intelligence indicated that the low to moderate relationship between intelligence and adaptive behavior was supported for EMR children. Seven tables present study data. (SLD)

ED 322 216 TM 015 464

Beaton, Albert E.; Zwick, Rebecca

The Effect of Changes in the National Assessment: Disentangling the NAEP 1985-86 Reading Anomaly. Revised.

National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- ETS-17-TR-21

PUB DATE- Feb 90

NOTE- 248p.; Other contributors to this report are Kentaro Yamamoto, Robert J. Mislevy, Eugene G. Johnson, and Keith F. Rust.

GRANT- OERI-G-008720335

AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Educational Change; *Educational Trends; Elementary School Students; Elementary Secondary Education; Item Analysis; *National Programs; *Reading Tests; Secondary School Students; *Standardized Tests; Statistical Analysis; *Testing Programs; Trend Analysis

IDENTIFIERS- *National Assessment of Educational Progress

Results of new research into the anomalous results of the 1986 reading portion of the National Assessment of Educational Progress (NAEP) are reported. The original analysis of the 1986 data indicated that the estimated performance level of 9- and 17-year-old students had dropped dramatically since 1984, whereas the performance of 13-year-olds had increased very slightly. Since it was unlikely that such large changes could have taken place in such a short time, the results were not presented to the general public and publication of the results was suspended until further research into their accuracy could be completed or until other corroborating evidence for the declines could be found. To this end, the design of the 1988 NAEP was modified, and new data were collected and analyzed. The main finding from the 1988 data analyses is that the changes in assessment booklets and procedures that were introduced in 1986 had a substantial and unpredictable effect on the estimates of performance. Although many of the same items were used in both the 1984 and 1986 assessments, student performance on these items differed substantially when the items

and materials, including seven transparency masters and five handouts, are contained within the module. Goals for the participants are the following: (1) to make comparisons between their own educational value system and those of other groups; (2) to define culture and become familiar with the categories of culture; (3) to become familiar with elements of surface culture and deep culture from several ethnic groups; and (4) to generate ideas for validating the culture of their students. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 322 229 UD 026 842

Love, Reeve; Gonzales, Frank, Ed.
Sex Stereotyping and Bias: Their Origin and Effects. Training Module IV.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 62p.; For related documents, see UD 026 838-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; complete set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bias; Civil Rights; Classroom Environment; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); *Females; Learning Modules; Males; Mass Media Role; *Sex Bias; *Sex Stereotypes; Teacher Education; Technical Assistance
IDENTIFIERS- National Origin Desegregation Assistance Centers

The origin and effects of sex stereotyping and bias is the subject of this training module. It guides trainers through the activities and lessons necessary to aid education personnel in identifying sources and effects of sex stereotyping and bias in the classroom setting and in society as a whole. Seven activities are described and materials, including eight transparency masters, four handouts, and 17 visual items, are contained within the module. Goals for the

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropout Characteristics; Dropout Research; *Dropouts; Grade 9; High Risk Students; High Schools; *High School Students; Hispanic Americans; Literature Reviews; Longitudinal Studies; *Predictor Variables; *School Holding Power; *Urban Schools; Urban Youth
IDENTIFIERS- *Hispanic American Students

This document combines a review of the literature on Hispanic high school dropouts and urban dropout prevention initiatives with an analysis of the findings of a study of the individual, family, school, and community characteristics of Hispanic ninth grade students in predominantly minority high schools in American cities. The study was designed as a longitudinal multi-method study based on information from school records, a student survey, and one-year follow-up sources. Data collection began in the 1986-87 school year and ended in the 1987-88 school year. The 597-student sample in Year 2 of the study represented all those students who participated in Year 1 for whom there existed complete information, and comprised the following groups: (1) 309 (51.8 percent) Mexican Americans; (2) 161 (27 percent) Puerto Rican; (3) 63 (10.6 percent) Cubans; and (4) 64 (10.7 percent) Central Americans. Correlation analyses showed that the following characteristics were the best predictors of dropping out or remaining in school: (1) age: older students are less likely to remain in school than younger students because they perceive few economic benefits from a high school diploma; (2) academic achievement: good grades boost self-concept and make future learning easier or less costly for good student than for less successful students; (3) paternal presence: single-parent families may provide less adult supervision and cannot financially afford to keep children in school on a steady basis; and (4) absences: truancy indicates a lack of institutional commitment to and alienation from school precipitating the decision to drop out. Policy implications of the following factors are discussed: (1) over-age students; (2) grades; (3) grade repetition; (4) absenteeism; (5) paternal presence; and (6) college aspirations. A 32-item bibliography, a chart illustrating the distribution of the student sample by race/ethnicity, and four tables of statistical data illustrating definitions of the variables are appended. (FMW)

ED 322 242 UD 027 162

cultural and religious barriers facing Southeast Asian refugees seeking medical treatment; and (8) major contributors to fact sheet. Twenty tables, 10 figures, and a map of Asia and the Pacific Islands are included. Thirty-eight references are listed. (JS)

ED 322 254 UD 027 549

Hearing on the Federal Enforcement of Equal Education Opportunity Laws. Hearing Before the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 28 Nov 89
NOTE- 376p.; Serial No. 101-73.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Civil Rights Legislation; Compliance (Legal); Educational Discrimination; *Educational Opportunities; Elementary Secondary Education; *Equal Education; *Federal Government; Females; Hearings; Higher Education; *Law Enforcement; Minority Group Children; Racial Discrimination; Sex Discrimination
IDENTIFIERS- *Bush Administration; Congress 101st

This hearing transcript concerns the current status of the Federal enforcement of laws providing for equal opportunity in education. In December 1988, the Committee on Education and Labor issued a report on the civil rights enforcement activities of regional offices of the Office for Civil Rights (OCR). Its findings indicated that there was a deliberate and effective system by which OCR failed to enforce the civil rights laws according to its mandate. In general, the report found that the agency has not vigorously enforced laws protecting the rights of women and minorities since 1981. This hearing is based on evidence collected subsequently to determine the state of laws providing for equal opportunity in education as of November 1989. Acting Assistant Secretary, Office for Civil Rights William Smith and Acting Civil Rights Assistant Attorney General James P. Turner both make statements concerning the enforcement of civil rights laws. In addition, experts on civil rights issues and education who have

Federal Government; (3) even if non-cash benefits were counted as income, the number of people considered poor according to the respondent's poverty line would be substantially higher than under the government's poverty measure, which does not count non-cash benefits. This discrepancy between the government's poverty measure and that recommended by the American public indicates the need for a re-examination of where to set the poverty line and what to count as income. Statistical data are included on eight tables and one graph. A list of 38 references is appended. (FMW)

ED 322 267 UD 027 567

Greenstein, Robert; Barancik, Scott
Drifting Apart: New Findings on Growing Income Disparities Between the Rich, the Poor, and the Middle Class.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- Jul 90
NOTE- 25p.
AVAILABLE FROM- Center on Budget and Policy Priorities, 777 N. Capitol Street, NE, Suite 705, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Financial Resources; *Income; Low Income Groups; Middle Class; *Social Stratification; Socioeconomic Status; *Tax Effort; *Taxes; Trend Analysis
IDENTIFIERS- *Income Disparities; Proposed Legislation

Income disparities between wealthy and other Americans widened significantly in the 1980s. The most affluent Americans reaped exceptionally large income gains during that decade, while middle-income Americans gained little, and low-income Americans fell further behind. The richest one percent of all Americans now receive as much income after taxes as the bottom 40 percent of Americans combined. The share of national income going to middle-income Americans is now lower than at any time since the end of World War II. One factor behind these widening income disparities is a striking increase in the amount of capital gains income received by the wealthiest Americans. In 1990, households in the top 1 percent of the population are projected to receive an average of $175,000 in capital gains income. This is $92,000 more than they received in 1980, after adjusting for inflation. By contrast, those in the bottom 90 percent of the population are projected to receive average capital gains income of $300 this

Washington, DC.
PUB DATE- May 89
NOTE- 20p.
CONTRACT- 406-28-25
GRANT- G008690007
AVAILABLE FROM- Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Preparation; Community Involvement; Cooperative Programs; Curriculum Development; *Dropout Prevention; *Health Occupations; High Schools; *House Plan; *Mass Media; Nontraditional Education; Program Evaluation; *School Business Relationship; Urban Schools
IDENTIFIERS- *Oakland Unified School District CA

This interim evaluation compares the initiation, design, and curriculum of two school-based "academy" programs in Oakland (California) high schools and examines their links to the school district and the business community. The academy model of schools-within-a-school originated in Philadelphia. The Health Academy at Oakland Technical High School prepares students for postsecondary study in the health professions. The Media Academy at John C. Fremont High School gives students experience and training in both print and electronic media. Students at the Health Academy have been identified as at risk of dropping out but are judged to have the potential to succeed. Students at the Media Academy are exclusively selected from feeder junior high schools. The curricula of the academies focus on different academic areas, but share an emphasis on postsecondary preparation. Business and community involvement is an important component of both programs, with links to local institutions of higher learning, public hospitals, newspapers, and television stations. However, support from the local school district has been unsystematic. Both academies would benefit from increased involvement by the school district and the business community, and the directors need more planning and development time to maintain the schedule of growth that they envision. A list of four references is appended. (FMW)

ED 322 279 UD 027 592

Chapter 1 in Delaware. Education Consolidation and Improvement Act.

ED 322 204 TM 015 410

Harrison, Patti L.; And Others

Comparison of Three Draw-A-Person Scoring Systems for Young Children.

PUB DATE- Apr 90
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (San Francisco, CA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Cognitive Ability; *Cognitive Tests; Comparative Analysis; Educational Diagnosis; Grade 1; Kindergarten Children; *Nonverbal Ability; Primary Education; *Scoring; *Screening Tests; *Young Children
IDENTIFIERS- *Draw a Person Test; Goodenough Draw a Man Test; McCarthy Draw a Child Test; Naglieri Draw a Person Test

Draw-A-Person (DAP) techniques are often used as developmental screening measures of non-verbal cognitive ability, particularly for young children who are being screened for possible early intervention services. The validity of the interchangeable use of three DAP scoring systems for kindergarten students was investigated by comparing scores and determining the relationship between the scores and predictive criterion measures of school aptitude and achievement. Subjects were 75 kindergarten students (42 females and 33 males) in a rural elementary school. Subjects were given the same instructions to draw a person, and results were scored by each of three systems: (1) the Goodenough-Harris Drawing Test of D. B. Harris (1963); (2) the McCarthy Draw-A-Child subtest of the McCarthy Scales of Children's Abilities (D. McCarthy, 1972); and (3) the Draw-A-Person scoring system of J. A. Naglieri (1988). In April of the children's first-grade year, 11 months after administration of the DAP tests, children were given the Stanford Achievement Test and the Otis Lennon School Ability test to establish predictive validity criterion data for the 60 subjects in the study who were still enrolled in the school. Results support a strong relationship between the scores of the three measures. However, there were significant differences in the mean scores, suggesting that different measures may result in different screening decisions. Results provide some limited support for the validity of the three measures in predicting later school ability and achievement. Three tables contain data from the study. (SLD) were administered in different contexts. Discovered differences between the 1986 and 1988 assessments were used in a design to estimate the reading performance of students in the 1986 sample. The new estimates show that reading performance declined slightly in 1986 at all age levels as compared to 1984. The declines, however, are not statistically significant. The new data also indicate a rebound in 1988 from the 1986 levels to about the same level of performance exhibited in 1984. The report contains 8 chapters by Beaton, Zwick, Yamamoto and Mislevy detailing the research and analysing the data. Appendices include various types of statistical and methodological information. Twenty-five graphs and 33 data tables are included. (TJH)

ED 322 217 TM 015 465

Ancarrow, Janice S.
Teachers of Secondary Vocational and Nonvocational Classes in Public Schools. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-048
PUB DATE- Jun 90
NOTE- 67p.; Data Series: DR-PSS-85-4.2.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Course Content; Masters Degrees; Minority Group Teachers; *National Surveys; Professional Education; *Public School Teachers; Questionnaires; Secondary Education; *Secondary School Teachers; Sex Differences; *Teacher Characteristics; Teacher Education; Teaching Experience; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Public School Survey 1985; *Teacher Surveys

In 1984, Congress reauthorized its mandate for the National Center for Education Statistics to collect data on vocational education students, programs, and teachers. This report is based on the Public School Survey, 1985 (PSS-85), in which teachers were asked to provide information about themselves and to specify the subject-matter classes they taught. The PSS-85 obtained responses from 8,568 teachers and 2,301 administrators from an initial sample of 2,801 schools selected from the Common Core of Data universe. Key findings showed that: (1) the percentage of females was similar for vocational and non-vocational teachers at 45% and 49%,

participants are the following: (1) to become aware of the socioeconomic and psychological effects of sex role stereotyping; (2) to become aware of ways in which gender bias and stereotyping are manifested in the classroom setting; and (3) to review sources and effects of gender bias/stereotyping in the media. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 322 230 UD 026 843

Gonzales, Frank; Armendariz, Abe Lujan
Federal Statutes & Directives Regarding Title IX Compliance. Technical Assistance Model.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 59p.; For related documents, see UD 026 838-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Civil Rights; *Compliance (Legal); *Desegregation Methods; Elementary Secondary Education; *Federal Legislation; Grievance Procedures; Sex Differences; *Sex Discrimination; Teacher Education; Technical Assistance
IDENTIFIERS- National Origin Desegregation Assistance Centers; *Title IX Education Amendments 1972

Federal statutes and directives regarding Title IX compliance is the subject of this technical assistance module. It Collaborative. It is a guide for trainers who seek to familiarize educational personnel with the legal aspects of sex discrimination under Title IX of the Education Amendments of 1972. Nine activities are described and materials, including five transparency masters, seven handouts, and a background reading for the presenter, are included within the module. Goals for the participants are the following: (1) to become familiar with the sex desegregation services

Petrovich, Janice; Parsons, James L.
Focus on Parents. ASPIRA Five Cities High School Dropout Study.
ASPIRA Association, Inc., Washington, DC. National Office.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.; Department of Education, Washington, DC.; Social Science Research Council, New York, N.Y.
PUB DATE- 89
NOTE- 15p.; For related documents, see UD 027 160-161.
AVAILABLE FROM- Aspira Association, Inc., 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; High Schools; *High School Students; *Hispanic Americans; *Individual Characteristics; *Parent Participation; Parents; *Parent School Relationship; Parent Student Relationship; Program Design; School Surveys; *Urban Schools
IDENTIFIERS- Hispanic American Students

A study of Hispanic students in predominantly minority high schools in five American cities found that parental expectations for a child's educational attainment are important to high school completion. Based on the survey responses of the Mexican American, Puerto Rican, Cuban, and Central American students in that study, the following recommendations for policy and program planning are suggested: (1) statistical data should be collected by local, state, and national educational agencies that allow for disaggregation of Hispanics by origin; (2) parent involvement programs must target the language, educational, work, and child care needs of Hispanic parents; (3) since Hispanic parents may not have the formal education needed to tutor their children adequately or help with homework, efforts must be made to provide effective tutoring programs and to supply basic study materials, such as dictionaries, typewriters, and calculators; (4) the statistical data gathered on Hispanic urban high school students should be further developed as this cohort continues their educational careers. Statistical data are included on four graphs. A brief description of ASPIRA and its parent involvement projects is appended. (FMW)

ED 322 243 UD 027 440

Crisis: Urban Education. Viewer's Guide to the PBS Series.

monitored the Bush Administration and its predecessors provide testimony regarding the following issues: (1) the resegregation of public schools; (2) racial tensions on college campuses; (3) parental choice of schools; (4) the Bush Administration's educational policies; (5) budget concerns; and (6) government enforcement of the civil rights laws. One figure and 24 tables are included. (JS)

ED 322 255 UD 027 550

Commitment and Compassion: Boston's Comprehensive Policy for the Homeless. Winter Report, December 1989.

Emergency Shelter Commission, Boston, MA.

PUB DATE- Dec 89
NOTE- 73p.; For 1988-89 report, see ED 312 320.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Emergency Programs; Federal Programs; *Health Programs; *Homeless People; *Housing; *Mental Disorders; Program Descriptions; Urban Programs
IDENTIFIERS- *Massachusetts (Boston); Shelters; *Stewart B McKinney Homeless Assistance Act 1987

The people of Boston made a commitment that no homeless person will be denied a bed, a meal, quality health care, and transportation to shelter during the winter of 1989-90. This commitment was difficult to fulfill due to a decline in services for the mentally ill, federal housing cutbacks, and an increase in the number of families living in poverty. Nearly half of Boston's homeless come from outside the city. Boston provides 66 percent of the shelter beds in the state, over half of which are occupied by the chronically mentally ill. The number of shelter beds has increased 213 percent since 1983, and over $63 million have been allocated for the homeless since 1984. The Health Care for the Homeless Program has provided services to over 12,000 people since 1985. The city has used $5.8 million under the Stewart B. McKinney Homeless Assistance Act for a variety of housing, food, and health care programs. Despite the decline of federal housing projects, the city has added over 15,000 units of affordable housing, the highest of any comparable-sized city. Over the past 5 years, 2,200 of the 3,750 vacant apartments in public housing have been rehabilitated and full occupancy is expected by the end of 1991. A key element of the year, just $12 more than in 1980. A reduction in capital gains taxes would widen these already large income disparities still further. A shift in Federal tax burdens has also contributed to the growing disparities. Wealthy households now pay a smaller percentage of their income in taxes than they did in 1980; lower income households now pay a larger proportion. The trend toward income disparities is a relatively recent phenomenon. Between 1950 and 1970, income disparities narrowed. This pattern reversed itself in the 1970s, as disparities began to grow modestly. Disparities then grew more sharply in the 1980s. Statistical data are included on three tables and two graphs. A comparison of changes in income distribution between 1980 and 1990 and two tables of statistical data are appended. (EMW)

ED 322 268 UD 027 568

No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

REPORT NO.- House-R-101-395
PUB DATE- 12 Jan 90
NOTE- 223p.; For the report of the first session, see ED 316 634.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Custody; *Childhood Needs; Child Neglect; Children; *Child Welfare; *Family Problems; *Federal Programs; Foster Care; Juvenile Justice; Questionnaires; Trend Analysis
IDENTIFIERS- Congress 101st

This Congressional report found that today's social and economic conditions harm large numbers of American families in ways that the child welfare, mental health, and juvenile justice systems were not created and are ill-prepared to address. The following findings are reported: (1) the number of children placed outside of their homes during the 1980s increased dramatically; (2) the number of children experiencing repeat placements in foster care is increasing; (3)

Facts and Figures SY 1986-87.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- 88
NOTE- 36p.
AVAILABLE FROM- Delaware Dept. of Public Instruction, John G. Townsend Building, P.O. Box 1402, Dover, DE 19903.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agency Cooperation; Child Neglect; Compensatory Education; Correctional Institutions; Disabilities; Educational Finance; *Educationally Disadvantaged; Elementary Secondary Education; *Enrollment; Low Income Groups; Migrant Programs; *Parent Participation; Program Descriptions; *State Agencies; State Surveys
IDENTIFIERS- *Delaware; *Education Consolidation Improvement Act Chapter 1

Over 12 million dollars was allocated to Delaware during the 1986/87 school year to fund compensatory education programs for educationally disadvantaged students under Chapter 1 of the Education Consolidation and Improvement Act. Chapter 1 supplemental services are targeted at low-income children; the children of migrant workers; and handicapped, neglected, or delinquent children who attend school in local schools and state agencies. This money was distributed to 19 school districts and three State agencies. Ninety-two schools with high concentrations of low-income families actually received services funded by Chapter 1 Part A, although 105 were eligible. The State Plan for Migrant Education received $804,149 in 1987/88 to provide supplemental basic skills instruction to approximately 800 elementary and secondary students during the regular school year and 550 students during summer programs. In addition, an interagency program provided a Head Start program. Highly cost effective interagency programs also served 3,856 handicapped students statewide. Supplemental reading and mathematics services were provided to 267 incarcerated students at a cost of $155,228. Parents played a large part in the success of all programs and the State Parent Advisory Council was a driving force behind parent involvement. Statistical data are included on 18 tables and 14 graphs. (FMW)

ED 322 280 UD 027 593

ED 322 205 TM 015 412

Knight, K.; And Others
A Methodological Approach To Eliciting Information Relevant to Alcohol Education Programs.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Education; *Attitude Measures; *College Students; *Data Collection; Drug Education; Health Education; Higher Education; High Schools; High School Seniors; Information Needs; Program Development; *Program Evaluation; *Research Methodology; Sex Differences; Student Attitudes

To attempt to incorporate the perceptions of consumers of alcohol education programs about topic relevance and importance, a modified version of a methodology that extracts, evaluates, and combines information from novices and experts to determine commonly held scripts and schema was used. In the first of two studies, 37 students at Texas Christian University (TCU) generated and evaluated major categories and subcategories they believed to be important in a drug and alcohol education program for high school seniors (HSSs). In the second study, 24 students at TCU were presented with categories and subcategories mentioned by 50% of participants in the first study, and had to rate: (1) how important knowledge of each item is for HSSs; (2) the degree to which the average HSS is misinformed about each item; and (3) the amount of knowledge the average HSS has about each item. Results from both studies indicate that the extraction methodology has potential for developing alcohol education programs tailored to the prior knowledge and perceived needs of consumers. Categories elicited were consistent and easily ranked and compared statistically, providing an indication of the perceived importance, degree of relative misinformation, and levels of existing knowledge of the subjects. The methodology was also sensitive enough to uncover, in the second study, gender subgroup differences on some major categories and subcategories. Four tables contain study data. (Author/SLD)

ED 322 206 TM 015 413

respectively; (2) the percentages of minority vocational and non-vocational teachers were similar, at about 10%; (3) non-vocational teachers were more likely to have master's degrees than were vocational teachers; (4) overall, non-vocational teachers had about 1 year more full-time teaching experience than did vocational teachers; and (5) non-vocational and vocational teachers had taught an average of about 1 year part time, or less. Within group comparisons showed that: large schools had a higher percentage of minority non-vocational teachers than did small or medium schools; the percentage of females did not vary significantly by size of school; vocational teachers were about as likely to have bachelor's degrees as they were to have master's degrees; non-vocational teachers were more likely to have master's degrees than bachelor's degrees only; teaching experience of vocational and non-vocational teachers was greatest in large schools; there were three levels of teaching concentration among vocational teachers; about two-thirds of business teachers were female; and most business teachers held at least master's degrees. Overall, vocational and non-vocational teachers were more alike than different. Eight bar graphs and 10 tables summarize findings. The PSS-85 Teacher Questionnaire is included. (SLD)

ED 322 218 TM 015 467

Kulik, James A.; Kulik, Chen-Lin C.
Conventional and Newer Statistical Methods in Meta-Analysis.
PUB DATE- Apr 90
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Chi Square; Comparative Analysis; *Data Analysis; Hypothesis Testing; *Meta Analysis; Research Methodology; Statistical Significance

The assumptions and consequences of applying conventional and newer statistical methods to meta-analytic data sets are reviewed. The application of the two approaches to a meta-analytic data set described by L. V. Hedges (1984) illustrates the differences. Hedges analyzed six studies of the effects of open education on student cooperation. The conventional way to test the hypothesis that treatment fidelity significantly influenced results is through available through Title IV Desegregation Assistance Centers; (2) to become familiar with the 11 areas of discrimination prohibited by Title IX; (3) to become familiar with the federal requirements for compliance with Title IX; and (4) to apply the information learned by resolving sex discrimination cases. The suggested time for completion of the module is 3 hours. Nine training modules and two more technical assistance modules are available on topics related to desegregation and equity. (VM)

ED 322 231 UD 026 844

Milanovich, Norma J.; Gonzales, Frank, Ed.
Modeling Equitable Behavior in the Classroom. Training Module V.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 63p.; For related documents, see UD 026 838-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attitude Change; *Behavior Modification; *Classroom Techniques; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Learning Modules; *Sex Bias; *Sex Stereotypes; *Teacher Behavior; Teacher Education
IDENTIFIERS- National Origin Desegregation Assistance Centers

Techniques of modeling equitable behavior in the classroom is the subject of this training module. It guides trainers It guides trainers through the activities and lessons which will assist education professionals in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. Eight activities are described and materials, including 17 transparency masters and 8 handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with the nature and effects of gender bias in the classroom setting; (2) to assess the various types of nonverbal behaviors that contribute to gender bias in the

Thirteen WNET, New York, NY.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 90
NOTE- 17p.
AVAILABLE FROM- Crisis Urban Education, Thirteen/NET; P.O. Box 68618, Dept. 490, Indianapolis, IN 46268 (accompanies 2-hour cassette, not sold separately. Cassette and guide, $99.95 for educational use, $49.95 for home viewing only; add $4.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; Cooperative Education; Documentaries; Dropout Prevention; Educational Change; Elementary Secondary Education; *High Risk Students; *Parent Participation; Program Guides; *Programing (Broadcast); School Based Management; *School Community Relationship; *School Restructuring; Teacher Role; *Urban Education; Urban Schools

This guide provides a description of "Crisis: Urban Education," a series of four half-hour documentaries, aired on public television stations and produced by Thirteen-WNET, that explore the human side of the educational crisis. The series described in this guide presents the latest thinking of school reform experts, and highlights bold and innovative strategies that concerned communities are using to revitalize education. The titles of the documentaries are: (1) "The Educational Factory"; (2) "The Disengaged"; (3) "The Good School"; and (4) "Making the System Work." Descriptions of each of these four programs include the following components: (1) program information, including concept, summary, and a program quote that explores the main idea; (2) description of a solution in progress; (3) policy quote by a key figure in the educational community; (4) key elements of reform presented in the program; and (5) issues to discuss. Information about specific schools and/or school programs is provided for include Redwood City (CA), Dade County (FL), Fort Wayne (IN), New Brunswick (NJ), Trenton (NJ), New York (NY), and Rochester (NY). The following additional resources are presented in this guide: (1) a list of reform initiatives nationwide containing brief profiles of creative approaches to school reform; (2) a list of selected resources for further investigation that provide the follow-up information viewers need to get involved in educational reform; and (3) a bibliography of selected titles pertaining to educational reform. (JS)

city's approach has been to go beyond basic shelter needs and to help homeless persons become self-sufficient by developing transitional and single-room occupancy (SRO) housing. Statistical data are included on two tables and seven graphs. The following material is appended: (1) one table of statistical data on the number of beds in homeless shelters, 1983-90; (2) a copy of the September 1989 homeless mentally ill survey questionnaire; and (3) a list of awards to Boston under the Stewart B. McKinney Act. (FMW)

ED 322 256 UD 027 554

Harrington, Diane; Schine, Joan
Connections: Service Learning in the Middle Grades. A Survey Conducted by the Early Adolescent Helper Program.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- May 89
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Community Services; Intermediate Grades; Junior High Schools; *Middle Schools; Models; Peer Counseling; *Peer Teaching; Program Descriptions; *School Activities; Surveys; *Tutoring; Urban Programs
IDENTIFIERS- *Early Adolescents

This survey explores community service programs involving early adolescents. School-based programs are emphasized. The following programs were selected as models of appropriate service learning and are described in detail: (1) Friendly PEERsuasion, a peer tutoring program in Arlington (Texas); (2) The Peer Counseling Program in Oakland (California); (3) Resolving Conflict Creatively, a peer mediation program in New York (New York); (4) The Jones-Village Partnership Program, which pairs adolescents with senior citizens in Upper Arlington (Ohio); (5) The Early Adolescent Helper Program, in which young adolescents play several helping roles in New York (New York), Phoenix (Arizona), and other cities; (6) The Community Service Program, in which all middle school students in Shoreham (New York) perform a variety of services; and (7) The Youth Leadership Program for "problem students" in Camden (New Jersey). The following selection criteria were applied: (1) services are recognized as "real" by participants and those they serve; (2) adolescents are given genuine responsibilities and younger children are entering out-of-home placement at an increasing rate; (4) minority group children are disproportionately represented among children placed out-of-home; (5) drug and alcohol abuse contribute substantially to increased out-of-home placements; (6) deteriorating social conditions, including child abuse and homelessness, jeopardize child safety and fuel the child placement explosion; (7) existing child services are overwhelmed; (8) effective services for children and families in crisis have been impeded by lack of Federal leadership, funding, and oversight; and (9) prevention and early intervention programs show great program benefits and cost effectiveness. Dissenters question the statistical data upon which the projected increase in the number of children requiring foster care are based. Statistical data are included on seven charts. The following material is appended: (1) statistical data on 13 tables; (2) a list of 177 references; (3) a copy of a state survey questionnaire about children in substitute care; (4) a list of Federal programs affecting children in state care; (5) a list of state-by-state litigation on behalf of children in state care; (6) the results of a survey on addicted infants and their mothers; (7) additional views; and (8) dissenting views. (FMW)

ED 322 269 UD 027 569

Gordon, Randy
Planning/Evaluation Report for In-School Suspension, Grades 6-12.
Des Moines Public Schools, Iowa.
REPORT NO.- DMICS-90-139
PUB DATE- Jun 90
NOTE- 59p.; The data sheets in Appendix D will not reproduce clearly due to small, filled print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counseling; *Discipline; Elementary Secondary Education; High Risk Students; High Schools; *In School Suspension; *Intervention; Middle Schools; Program Evaluation; *Special Classes; Urban Schools
IDENTIFIERS- *Des Moines Public Schools IA

The 1989/90 In-School Suspension (ISS) program of the Des Moines (Iowa) Independent Community School District provided an in-school setting for the suspension of students in 15 secondary schools for infractions of the discipline code while continuing their educational program and focusing on the offending behavior through

Barancik, Scott
Falling through the Gap: Hispanics and the Growing Income Disparity between Rich and Poor.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- Aug 90
NOTE- 43p.
AVAILABLE FROM- Center on Budget and Policy Priorities, 777 N. Capitol Street, N.E., Suite 705, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; Economic Research; *Family Income; *Federal Legislation; *Hispanic Americans; *Income; Low Income Groups; *Racial Differences; Social Stratification; *Tax Credits; Whites
IDENTIFIERS- *Proposed Legislation

This report compares income trends among Hispanic Americans and non-Hispanic Americans over the 1980s and assesses the effect on Hispanics of recent tax proposals that would primarily benefit wealthy Americans. Since the early 1970s, the income gaps between rich and poor families, and between rich and middle-income families, have widened significantly. These large and growing income gaps between the wealthy and other Americans have a major impact on Hispanic Americans because Hispanics account for a disproportionately large share of low-income households and a disproportionately small share of those with high incomes. The typical Hispanic family income has stagnated during the past decade due to a decline in wage levels, shrinking federal assistance to low-income groups, an increase in the number of female-headed Hispanic households, and continuing immigration from Latin America. The effect of proposed policies such as the capital gains tax cut, the restoration of the tax deductibility of contributions to Individual Retirement Accounts, and the creation of "Family Savings Accounts" would have a negative impact on Hispanics because they would benefit affluent taxpayers and require further reduction in government programs or increases in other taxes to offset their costs. Statistical data on seven tables and three graphs are included. (FMW)

ED 322 281 UD 027 594

Homelessness: Too Early To Tell What Kinds of Prevention Assistance Work Best. Report to the Congress.

Schwartz, Terrence J.
Methodological Advances in the Study of Self-Concept.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 26-29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; Cognitive Psychology; Cognitive Structures; Individual Differences; *Innovation; *Measurement Techniques; Multidimensional Scaling; *Multivariate Analysis; Psychological Studies; *Research Methodology; *Self Concept Measures; Social Psychology
IDENTIFIERS- Linear Models

Critical review of previous techniques for the measurement of an individual's self-concept (SC) is a necessary prelude to the development of more adequate methodologies. This paper focuses on recent methodological innovations in the study of the self, namely, those derived from cognitive social psychology. A view of the self as a cognitive structure residing within a person's semantic memory allows the introduction of techniques originally used in experimental cognitive psychology to the study of the self. Multivariate techniques, including cluster analysis and multidimensional scaling, offer potential for the study of the structure and content of an individual's SC. Of interest is the application of such experimental and statistical methodologies to the temporal variation in an individual's view of self. Reliable differences in the structure and content of the "now" self, the "possible" self, and the "ideal" self may be discerned by application of these techniques. Such techniques can also be applied to the evaluation of interventions designed to alter or restructure SC. They also hold promise for innovations in the provision of feedback to clients in the course of counseling and psychotherapy. The influence of individual difference variables such as self-monitoring or self-consciousness are examined to determine the conditions under which any measurement technology can be expected to yield interpretable results. One of the most perplexing problems encountered with any attempt at a structural representation of SC involves the selection of a stimulus set that can adequately represent its complexity. Adjectives found in the 80 scales listed by R. R. McCrae and P. T. Costa (1985) constitute an excellent summary of trait adjectives that could be used in a multidimensional scaling investigation of SC. (Author/RLC)

a t-test for independent results. Hedges' more modern approach was to use a chi-square analog of the analysis of variance (ANOVA), a method that, in contrast to conventional statistics, found strong support for the hypothesized effect. Conventional ANOVA and newer techniques were also applied to a data set in which all studies were of the same size, with each assumed to have experimental and control groups containing 25 students each. The cell means and variances for Hedges' meta-analytic data set were reconstructed to determine the source of the difference in results between conventional and newer tests. It is concluded that conventional ANOVA is appropriate for use with meta-analytic data sets because conventional ANOVA uses the correct error term for testing the significance of effects of group factors. Newer meta-analytic methods are not recommended because of their use of an inappropriate error term. (SLD)

ED 322 219 TM 015 484

Nevada Education in 1989/90: A Status Report.

Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.

PUB DATE- 90
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Tests; Class Size; *County School Districts; Dropout Rate; Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment Rate; School District Spending; *School Statistics; State Programs; *Statistical Data; Student Characteristics; Teacher Characteristics; Teacher Salaries; Teacher Student Ratio; Test Results
IDENTIFIERS- *Nevada

This report provides selected statistics concerning Nevada's 17 school districts and is designed to be reviewed by citizens interested in the condition of their schools. The educational data contained in this report are for the school year ending June 1989. Financial, student (i.e., enrollment trends), achievement (i.e., trends on the Nevada High School Proficiency Examination and Stanford Achievement Tests), teacher (i.e., trends in average teacher salaries), and classroom data for the 1987 through 1989

classroom; (3) to assess various verbal communication patterns that contribute to gender stereotyping in the classroom; and (4) to develop an action plan promoting educational equity in the classroom. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 322 232   UD 026 845

Garza, Josephine F.; Gonzales, Joe R.
Avoiding Sex Bias in Counseling. Training Module VI.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 52p.; For related documents, see UD 026 838-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Counselor Attitudes; Elementary Secondary Education; Equal Education; *Females; Learning Modules; Males; *School Counseling; *Sex Bias; Standardized Tests; Technical Assistance; Test Bias
IDENTIFIERS- National Origin Desegregation Assistance Centers; *Title IX Education Amendments 1972

Techniques for avoiding sex bias in counseling is the subject of this training module. It guides trainers through the activities and lessons which teach counselors to use concepts and strategies that will provide students with sex-fair guidance. Seven activities are described in detail and materials, including 10 transparency masters and 7 handouts, are contained within the module. Goals for the participants are the following: (1) to become cognizant of historical perspectives on the role of women in the United States; (2) to become familiar with counseling practices that reflect sex equity; and (3) to become familiar with issues of sex bias in testing. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance

ED 322 244 UD 027 456

Richardson, Richard C.
Institutional Climate and Minority Achievement.
Education Commission of the States, Denver, Colo.; National Center for Postsecondary Governance and Finance, Tempe, AZ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 32p.
AVAILABLE FROM- Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80295 (MP-89-2; $6.75; quantity discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Admission Criteria; Change Strategies; *College Admission; College Curriculum; *Educational Environment; Faculty Integration; Financial Support; Higher Education; *Intervention; Mentors; *Minority Groups; Multicultural Education; *School Holding Power; Student Recruitment; Teacher Role; Undergraduate Students; *Undergraduate Study

This paper discusses ways that institutions can change the higher education system and environment to accommodate more minority students. The first section, "Institutional Climate and Minority Achievement," presents an overview of the problems facing colleges and universities with respect to recruiting and retaining minority students. In the second section, "Interventions: the Visible Evidence of Organizational Culture," three stages of intervention strategies for increasing diversity are discussed. The following types of interventions characterize stage 1: (1) student recruitment; (2) financial aid; and (3) admissions and scheduling. The following types of interventions characterize stage 2: (1) outreach programs; (2) transition programs; (3) mentoring and advising; (4) environment; and (5) residence halls. The following types of interventions characterize stage 3: (1) student assessment; (2) learning assistance; and (3) curriculum content. In the third section, "Managing Organizational Culture," the following topics are discussed: (1) strategic planning; (2) coordination and control; (3) increasing staff diversity; and (4) faculty incentives and support. The fourth section, "Assessing Outcomes as Indicators of Organizational Culture," analyzes minority participation and achievement data for 20 institutions. The patterns exhibited by these institutions are discussed, and it is suggested that the following distinct organizational culture structures exist: (1) adaptive; (2) strategic/adaptive; (3) reactive/strategic; and (4) reactive. Seven tables are included. A list of 10 references is included. (JS)

accountability; (3) youngsters practice decision-making and problem-solving; (4) the program includes a strong learning component; and (5) adult facilitators are sensitive to and knowledgeable about young adolescents. Eight additional programs are sketched in less detail, each following the major case study in which young people play similar roles. Based on an analysis of participant roles and common program elements and obstacles, recommendations are suggested in the following areas: (1) program development; (2) policy formation; (3) staffing; (4) community action programs; (5) school-based programs; and (6) the need for a national resource center/clearinghouse. A list of 22 references and a list of nine resources are appended. (FMW)

ED 322 257 UD 027 557

Zimmerman, Jack; and Others
Partners for Success: Business and Education.
SPONS. AGENCY- Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 90
NOTE- 67p.; Accompanied by two videocassettes.
AVAILABLE FROM- AMA Head Start, 1425 N.E. Dekum Portland, OR 97211 ($9.95). Videocassettes available from: Parenters for Success Video, Westcom Productions, P.O. Box 22036, Eugene, OR 97402 ($3.95 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; Elementary Education; *Elementary Schools; *High Risk Students; Low Income; Middle Schools; Personal Narratives; Principals; School Business Relationship; *School Effectiveness; *Urban Schools

This report presents suggestions for elementary school improvement from the 22 elementary school principals who comprise the charter membership of the National Association for Schools of Excellence (NASE). Each principal has received national recognition for educating low-income students, usually by emphasizing strong school-business cooperation. The following examples of successful schools are reported: (1) Jose C. Barbosa School (Manhattan, New York); (2) Franklin School (Newark, New Jersey); (3) General Daniel "Chappie" James School (Brooklyn, New York); (4) Thomas Jefferson Elementary School (Pasadena, California); (5) Lee Elementary School (Milwaukee, Wisconsin); (6) Solomon Lewenberg Middle School counseling activities. The 1989/90 program budget was $532,433 and is expected to grow to $609,687 for 1990/91. Staffing comprises the equivalent of 15 full-time certified teachers. All 15 schools provide a disciplined environment where intervention focuses on the offending behavior. Fourteen of the schools provide academic support while the student is out of the classroom; the one school that does not provide the support returns the student to his regular schedule following the behavior intervention. The following outcomes are reported: (1) strong support from teachers, program staff, and administrators; (2) for the first year of the program, 1988/89, the high schools reported an 18 percent decrease in out-of-school suspensions from 1987/88 and the middle schools reported an 8 percent decrease; and (3) for the second year of the program, 1989/90, the high schools reported a 4 percent decrease in out-of-school suspensions from 1987/88 and the middle schools reported a 26 percent reduction. The following material is appended: (1) an abstract of the 1988/89 evaluation report; (2) a list of the 1990/91 ISS objectives; (3) a list of current ISS staff; (4) two tables of statistical data reporting 1989/90 suspensions by semester and by school; and (5) an example of a counseling activity. (FMW)

ED 322 270 UD 027 570

Sutton, Donald; Baker, Ralph F.
Oakland Crack Task Force: A Portrait of Community Mobilization.
Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 90
NOTE- 55p.
CONTRACT- S188A80003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Black Family; *Community Programs; *Crack; Drug Abuse; *Drug Addiction; *Drug Rehabilitation; *Family Programs; Program Descriptions; Urban Programs
IDENTIFIERS- *California (Oakland)

The Oakland Crack Task Force (OCTF) was created by concerned citizens to combat the problems caused by crack cocaine and ensure the future existence of the family, especially the black family, using community resources and no outside funding. Goals are to educate the community about crack; identify and access prevention,

Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO/RCED-90-89
PUB DATE- Apr 90
NOTE- 43p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, Maryland 20877 (first five copies free, additional copies $2.00 each. 25% discount on 100 or more copies to a single address. Prepay by check or money order made out to the Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Emergency Programs; *Evaluation Needs; *Evaluation Problems; *Federal Aid; Federal Programs; *Homeless People; Low Income Groups; *Prevention; Program Evaluation
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987

Although hundreds of state and local organizations provide homelessness prevention assistance, the Government Accounting Office (GAO) could not determine the effectiveness of this assistance because few assistance providers have the resources available to collect the client follow-up data needed for evaluation. Homelessness prevention programs, included in amendments to the Stewart B. McKinney Homeless Assistance Act of 1987, provide short-term financial assistance or counseling to people threatened with eviction or mortgage foreclosure. Prevention assistance usually takes the form of one-time rent, mortgage, or utility payments. At least six federal programs provide funds in support of these efforts, but state and local service providers report that the demand for such help is so great that programs run out of funds or need to limit their assistance to individuals. Assistance providers also report that they believe prevention aid has kept people from becoming homeless, but few have evaluated what types of assistance are most effective and most are not collecting the type of information needed to make this determination. GAO believes that client follow-up data should be collected so that limited resources can be devoted to programs that prove most effective. Statistical data are included on two tables and two graphs. Descriptions of federal programs providing homelessness prevention assistance and a list of programs reviewed are appended. (FMW)

ED 322 282 UD 027 595

ED 322 207 TM 015 414

Hall, Lynne A.; Kiernan, Barbara S.

Psychometric Assessment of the Autonomy and Relatedness Inventory: A Measure of the Quality of Primary Intimate Relationships.

SPONS. AGENCY- National Center for Nursing Research (NIH), Bethesda, MD.
PUB DATE- 5 Apr 90
NOTE- 26p.; Paper presented at the National Nursing Research Conference of the American Nurses' Association Council of Nurse Researchers (Chicago, IL, September 1989).
GRANT- NIH-F31-NR06268-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interpersonal Relationship; Interviews; *Intimacy; *Measures (Individuals); *Mothers; *Parent Child Relationship; *Personal Autonomy; Psychological Patterns; Psychometrics; Test Reliability; Test Validity; Young Children
IDENTIFIERS- *Autonomy and Relatedness Inventory

The psychometric properties of the Autonomy and Relatedness Inventory (ARI)--a measure of the quality of primary intimate relationships--was assessed. This 30-item instrument was designed to assess both positive and negative dimensions of any type of dyadic relationship. Cross-sectional data from in-home interviews with 213 mothers with 5- and 6-year-old children were analyzed. Data derived from a separate scale on the quality of marital relationships for a subsample of 40 married mothers also were used to assess the ARI's validity. The ARI demonstrated strong internal consistency. Maternal characteristics of age, education, income, and number of children were not correlated with ARI scores. There also were no differences in ARI scores by marital status, race, or employment status of the mother. A principal components analysis with varimax rotation reduced the items to two orthogonal dimensions: (1) support/positive regard; and (2) dominance/control. Both dimensions of the ARI were discriminable from measures of depressive and psychosomatic symptoms of the mothers. Convergent validity was supported by significant correlations between ARI subscales and subscales of Spanier's Dyadic Adjustment Scale for a subsample of 40 married mothers. This preliminary evidence suggests that the ARI holds potential for use in future studies as a measure of the quality of primary intimate relationships. A 33-item list of references and five data tables are included. (Author/SLD)

school years are provided. The following school systems are featured: Carson City, Churchill County, Clark County, Douglas County, Elko County, Esmeralda County, Eureka County, Humboldt County, Lander County, Lincoln County, Lyon County, Mineral County, Nye County, Pershing County, Storey County, Washoe County, and White Pine County. The main data sources include the: "Nevada Statistical Abstract 1988" (1988), "Research Bulletin: Enrollment and Licensed Personnel Information (1988 and 1989), and seven offices of the Nevada State Department of Education. Data highlight some of the following trends: school enrollment continues to grow at a rapid rate (the average statewide enrollment has increased 3% in 3 consecutive years); funding for education increased by 22% in 3 years to a 1989 level of $722,591,788; the graduation rate stands at 72%; the 1989 dropout rate for Nevada high school students stands at 9.5%; Nevada's classrooms continue to be crowded (the number of students per classroom teacher in the elementary schools has increased in each of the last 4 years and now stands at 26.6 to 1; and Nevada's 3-year 4% increase in teacher salaries has placed it 21st among the states, a slight decline from the 1987 ranking of 19th. Fifty-six graphs and 21 data tables are included. (RLC)

ED 322 220 TM 015 505

Gugel, John F.
A Normalized Direct Approach for Estimating the Parameters of the Normal Ogive Three-Parameter Model for Ability Tests.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; Aptitude Tests; Chi Square; Comparative Analysis; *Computer Assisted Testing; *Estimation (Mathematics); Goodness of Fit; *Mathematical Models; *Multiple Choice Tests; Regression (Statistics)
IDENTIFIERS- *Ability Estimates; LOGIST Estimation Procedures; Normalization Regression Estimation; *Normal Ogive Models; Three Parameter Model

A new method for estimating the parameters of the normal ogive three-parameter model for multiple-choice test items--the normalized direct (NDIR) procedure--is examined. The procedure is compared to a more commonly used estimation procedure, Lord's modules related to desegregation and equity are available. (VM)

ED 322 233 UD 026 846

Garza, Josephine F.; McNeal, Alva E.
Equity in Counseling and Advising Students: Keeping Options Open. Training Module VII.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 53p.; For related documents, see UD 026 838-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Counseling Effectiveness; *Counselor Attitudes; *Counselor Role; *Cross Cultural Training; Cultural Differences; Cultural Pluralism; Elementary Secondary Education; Hispanic Americans; Learning Modules; *School Counseling; Student Needs; Test Bias
IDENTIFIERS- National Origin Desegregation Assistance Centers

Equity in counseling and advising students is the subject of this training module. It guides trainers through the activities and lessons to teach education personnel cross-cultural counseling practices to use when working with culturally diverse populations. Eight activities are described and materials, including seven transparency masters and eight handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with cross-cultural counseling practices; (2) to become familiar with counseling roles that promote equity in a multicultural society; and (3) to review strategies for cross-cultural counseling by applying them to situations that will maximize effectiveness when working with culturally diverse populations. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 322 245 UD 027 518

Carspecken, Phil Francis
Intersubjective Structure and Systems of Practice in School-Community Relations.
Houston Univ., Tex.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Activism; Community Attitudes; Community Cooperation; *Educational Practices; Foreign Countries; Interaction; *Intergroup Relations; Lower Class Parents; *School Attitudes; School Closing; *School Community Relationship; Secondary Education; Social Integration; Teacher Student Relationship; *Urban Schools; *Working Class
IDENTIFIERS- *England (Liverpool); School Culture

Relations between schools and the adults within their surrounding communities are often problematic in inner city, low socioeconomic status neighborhoods. This paper analyzes features of the intersubjective structure of a group of working-class residents who took over and illegally ran their secondary school in Liverpool (England) for the 1982/83 school year. The school, Croxteth Comprehensive School, was occupied as part of a community movement to protest its closure. The paper analyzes the common sense assumptions held by the community about knowledge, pedagogy, classroom authority, school certificates, and other features of schooling. It finds evidence of a structure through which residents' views mutually implicate each other, though this is not apparent to the residents themselves. This intersubjective structure consists of two forms of implication: paradigm and homology. These forms of implication are related to two different forms in which systems of routine behavior are integrated. Social integration (the coordination of routines through face-to-face interactions) is associated with paradigmatic intersubjective structures, while system integration (the relationships between routines separated in time and space) is associated with homologous intersubjective structures. The study's results expand understanding of school-community relations, and of human rationality in relationship to routine social practices. (AF)

(Mattapan, Massachusetts); (7) Lincoln-McKinley Elementary School (Havre, Montana); (8) Paradise Elementary School (Las Vegas, Nevada); (9) Dr. Roland N. Patterson Intermediate School (Bronx, New York); (10) Charles Rice Elementary School (Dallas, Texas); and (11) Twentieth Street Elementary School (Milwaukee, Wisconsin). The following essential elements for achieving success are discussed: (1) high expectations; (2) clear vision; (3) strong leadership; (4) teamwork; (5) staff development; (6) strong, appropriate curriculum; (7) safe, clean, orderly environment for learning; (8) genuine accountability; (9) recognition and reward for excellence; and (10) strong community and parental support. The following material is appended: (1) answers to 14 questions about school success; (2) a timetable for implementing a school improvement plan; (3) a message from the president of the NASE; (4) the position statement of the NASE; and (5) a list of NASE charter members. (FMW)

ED 322 258 UD 027 558

Austin, Anna
University, School and Community: Uniting for Urban Literacy.
PUB DATE- 24 Feb 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 24, 1990). Figure 2, illustrating the program model, is missing.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Community Cooperation; Cooperative Programs; Higher Education; *High Risk Students; *Parent Participation; Program Descriptions; Rural Areas; *School Community Relationship; Secondary Education; *Tutoring; *Urban Schools
IDENTIFIERS- *Collaboratives

The Urban Curriculum Partnership is a collaborative among a rural university and an urban school district and the community it serves. The goal is to help at-risk students reach their academic potential, stay in school, and eventually enter into a postsecondary education program. A district-wide tutoring program was developed and implemented in conjunction with the existing academic program. Each group in the collaborative benefited from intervention, treatment, and recovery resources; and implement activities designed to enhance and strengthen cultural and family values. The following standing committees are responsible for program implementation: (1) education and special events; (2) prenatal; (3) support groups; (4) organizational development; and (5) youth. Program activities have included the following: (1) monthly community seminars; (2) addict support groups; (3) a citywide "crack summit"; and (4) youth programs. The highly successful monthly seminars are held at various churches and include entertainment, free food, and child care. Future programming will emphasize youth, education and community, foster care and extended family members, and advocacy. The following materials are appended: (1) an organizational chart; (2) seven posters advertising seminars; (3) six newspaper articles reporting program events; and (4) agendas for a community seminar and the citywide summit. (FMW)

ED 322 271 UD 027 571

Austin, Susan; Meister, Gail
Responding to Children at Risk: A Guide to Recent Reports.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Administrator Guides; *Educational Improvement; Educational Needs; Elementary Secondary Education; *Family Problems; Health Needs; *High Risk Students; *Individual Needs; Middle Schools; Parent Education; Research Reports; State Curriculum Guides; *Student Needs
IDENTIFIERS- Maryland; Research Summaries

This guide for educational decision-makers presents the major themes and recommendations of 27 reports published between 1985 and 1989 on the problems of at-risk students. It comprises an overview of recommendations from all the reports, abstracts of individual reports, and a 27-item bibliography. The following recommendations concerning the young child (ages 0 through 9) are outlined: (1)

Berrum, Phyllis
Effective Chapter 1 Programs in Oregon.
Oregon State Dept. of Education, Salem.
PUB DATE- May 90
NOTE- 41p.
AVAILABLE FROM- Publications Sales Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Compensatory Education; *Demonstration Programs; *Educationally Disadvantaged; Elementary Secondary Education; *Program Content; Program Descriptions; *Program Effectiveness; Program Evaluation; *Remedial Programs; State Surveys; Urban Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Oregon

This report describes 11 effective compensatory education programs in Oregon schools funded under Chapter 1 of the Education Consolidation and Improvement Act. One high school, four middle school, and six elementary school programs are profiled. Each profile includes the following information: (1) demographics; (2) staffing; (3) parent involvement; (4) instruction; (5) computer-assisted instruction; (6) materials; (7) organization; (8) management and expectations; (9) physical environment; (10) instrument for assessment; and (11) objectives. Programs were selected on the basis of a 3-year review of student performance on standardized tests. Although each of the programs has its own style and methods of teaching, the following common factors are reported: (1) low student-teacher ratio; (2) on-task behavior and student accountability; (3) direct instruction; (4) active participation; (5) emphasis on skills; (6) realistic objectives and expectations; (7) special teacher training and certification; (8) energetic, dedicated, skilled, caring teachers; (9) carefully selected materials; (10) strong coordination with the regular classroom curriculum; and (11) parent involvement. (FMW)

ED 322 283 UD 027 693

Ascher, Carol
Testing Students in Urban Schools: Current Problems and New

ED 322 208 TM 015 420

Jackson, Gregg B.

Measures for Adult Literacy Programs.

American Institutes for Research, Washington, DC.; Association for Community Based Education, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-89785-218-4

PUB DATE- Aug 90

NOTE- 205p.

CONTRACT- RI88062003

AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, American Institutes for Research, 3333 K Street, NW, Washington, DC 20007.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adult Education; *Adult Literacy; *Adult Programs; Affective Measures; Cognitive Tests; Critical Thinking; English (Second Language); Interviews; Language Tests; Mathematics Tests; *Outcomes of Education; *Program Evaluation; Reading Tests; Test Reviews; *Test Use; Writing Tests

IDENTIFIERS- Paper and Pencil Tests; Self Report Measures

Sixty-three commercially-available instruments for measuring the outcomes of adult literacy programs are reviewed. Tests of basic reading, writing, and mathematics skills; oral English proficiency of English as a second language students; affective outcomes; and critical thinking are included. The instruments include paper-and-pencil tests, structured interviews, and self-report forms. Practical considerations are cited, and strengths and weaknesses are highlighted. Each review includes: the acronym for the instrument's title, authors and dates of publication, purpose, description of the exercises and scores, procedures for administration, information about alternate test forms, reliability data, validity data, procedures for scoring and interpretation, general comments, restrictions on availability, prices, and source of the instrument. The reviews can be used: to find instruments appropriate for a given evaluation; to find background information on an instrument that is cited in a report or mentioned by a colleague; to defend against the imposition of ill-suited instruments by government authorities and funding agencies; and as

LOGIST, using computer simulations. The NDIR procedure uses the normalized (mid-percentile) "z" score as the ability score as opposed to the conventional raw score (linear "z" score), maximum likelihood, or Bayesian modal ability score. Thus, it is not necessary to use an iterative procedure for estimating the person parameter (ability); corrections for scale errors can be made before the item function fitting is complete. The item function fitting is accomplished using a minimum chi square procedure. Input to the chi square procedure includes biserial correlations corrected for guessing and attenuation. The attenuation correction uses a reliability index based on the item set information index. Normalized "z" scores corrected for attenuation using the KR20 index are also inputted to the chi square procedure. The normalized direct procedure was more accurate and required considerably less computer processing time than did LOGIST. One figure and six data tables are included. (Author/TJH)

ED 322 221 TM 015 507

Hafner, Anne; And Others
A Profile of the American Eighth Grader: NELS:88 Student Descriptive Summary. National Educational Longitudinal Study of 1988.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-458
PUB DATE- Jun 90
NOTE- 166p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cohort Analysis; Educational Environment; Elementary Education; *Elementary School Students; *Grade 8; High Risk Students; Longitudinal Studies; Mathematics Achievement; National Programs; *National Surveys; Profiles; Reading Achievement; Safety; *School Statistics; Student Attitudes; *Student Characteristics; Student Problems
IDENTIFIERS- *National Education Longitudinal Study 1988

Descriptive statistics and associated analysis on American eighth graders are presented based on data from the 1988 National Education Longitudinal Study. The study will be repeated with the same cohort at 2-year intervals. Study variables cover attitudes,

ED 322 234 UD 026 847

Scott, Bradley

Interpersonal Communications: A Human Relations Practicum. Training Module VIII.

Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 88

NOTE- 74p.; For related documents, see UD 026 838-849.

GRANT- G00-874-5255

AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Empathy; Feedback; *Human Relations; *Interpersonal Communication; Learning Modules; Positive Reinforcement; *Self Concept; *Skill Development; Technical Assistance

IDENTIFIERS- Acceptance; National Origin Desegregation Assistance Centers

Improving human relations through better interpersonal communications is the focus of this training module. It guides trainers through the activities and lessons necessary to teach the skills which lead to effective interpersonal communication. Eight activities are described and materials, including 14 transparency masters and 7 handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with basic information on interpersonal communications; (2) to analyze and discuss the effects of verbal and non-verbal communication on interpersonal interaction; and (3) to become familiar with strategies to enhance interpersonal communication and interaction. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 322 246 UD 027 521

Domanico, Raymond J.
Restructuring New York City's Public Schools: The Case for Public School Choice. Education Policy Paper Number 3.
Manhattan Inst. for Policy Research, New York, NY. Center for Educational Innovation.
PUB DATE- Feb 90
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Equal Education; *Parent Participation; *Public Schools; *School Choice; *School District Autonomy; *School Restructuring; *Urban Schools
IDENTIFIERS- *New York (New York)

This report presents the conceptual framework for a public school choice plan for New York City and discusses why school choice represents the best hope for meaningful reform. Public school choice is defined as giving school professionals the freedom to design innovative and distinctive school programs; and giving parents the right to choose, in pursuit of those innovations, the public school for their child. Despite marginal improvement in student achievement and high school completion rates, only 54 percent of the city's students earn high school diplomas. Therefore, New York's school system must be reformed, because changes in the city's economy now demand high school graduation as a prerequisite for entry into the work force. Recent attempts at reform based on increased financing and improved leadership have failed. The choice plan is based on the following propositions: (1) the current organization has failed to attain basic goals; (2) school improvement is attainable and all children can learn; (3) the concept of equal opportunity is a strong reason to give parents the right to choose the school that best suits their childrens' needs; and (4) the best available evidence indicates that parental choice improves the education of all children, especially low-income and minority students, and that school autonomy is the key to meaningful school reform. A choice plan would include the following components: (1) a parent would apply for a child's admission to any public school in the city; (2) school policy would be set by each school; and (3) fluctuations in attendance would indicate parents' preferences, dictate school closings, and

the relationship. The university was able to provide an early, multicultural inservice field experience for its largely rural preservice teachers and develop a larger pool of potential minority group teachers. The community was able to establish a parent-operated homework/tutoring program, obtain speakers and role models, and permit parents to express concerns to teachers and administrators. The school district received a curriculum specifically designed for at-risk students, full-time coordinators to supervise the university student tutors and coordinate the program, and technical assistance from university faculty. The following problem areas were reported by the project director: (1) lack of adequate communication between the university students and the director; (2) finding new ways of communicating with minority group parents; (3) recruiting and training parent tutors; (4) getting all groups to work together; (5) keeping lines of communication open; (6) transportation for university students to school sites; (7) time and energy needed to work with all groups; (8) time and resources needed to collect and analyze statistical data; (9) negative attitudes of some university faculty towards community outreach; and (10) funding. A chart illustrating the benefits derived by participants is included. A list of 17 references is appended. (FMW)

ED 322 259 UD 027 559

Mei, Dolores M.; And Others
Chapter 1/P.C.E.N. Pregnant School-Aged Girls Program Student Outcome Data 1988-89 End-Of-Year Report. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- May 90
NOTE- 33p.; Parts of tables 5 and 8 are illegible due to broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Basic Skills; Compensatory Education; High Schools; *Pregnant Students; Program Evaluation; *Remedial Mathematics; *Remedial Programs; *Remedial Reading; Special Needs Students; Urban Schools; *Writing Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

prenatal risk factors can be reduced by providing health care, nutritional guidance, and parenting education for pregnant adolescents; (2) birth is the optimal time to make a diagnosis of the infant's health care needs and the family's ability to meet those needs, and to respond with follow-up health care and parenting education; (3) the ability of families to meet the needs of preschool children varies and families may require day care, parent education, social service outreach, and early childhood education; and (4) the condition and support of the family are important components of children's early school success (preschool, kindergarten, and first grade), requiring high-quality school-based early childhood programs, careful monitoring of student progress, parent participation, and support services for children and families. Recommendations concerning the middle learning years (ages 10-14) are outlined for the following areas: (1) school reform or restructuring of all the elements of middle school education; (2) developmentally appropriate curricula and instruction; (3) adequate resources, facilities, and staff; (4) ongoing evaluation; (5) school-based decision making; and (6) partnerships. Recommendations for the high school years are outlined for the following: (1) administrative vision and leadership; (2) provision of special programs; and (3) revision in current schooling practice. (FMW)

ED 322 272 UD 027 573

Valued Youth Anthology: Articles from the IDRA Newsletter on Dropout Prevention.
Intercultural Development Research Association, San Antonio, Tex.
REPORT NO.- ISBN-1-878550-27-6
PUB DATE- 89
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anthologies; Cooperative Programs; *Dropout Prevention; *Dropout Programs; Dropout Research; Elementary Secondary Education; High Risk Students; Minority Group Children; Models; Multicultural Education; *Parent Participation; Program Descriptions; School Business Relationship; *Tutorial Programs; Urban Schools
IDENTIFIERS- *Partnerships; Research Summaries

The 33 articles on dropout prevention in this compendium were

Directions. Urban Diversity Series No. 100.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Commission on Testing and Public Policy.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 48p.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Curriculum Development; *Educational Testing; Elementary Secondary Education; Literature Reviews; Politics of Education; *Standardized Tests; *Testing Problems; *Test Use; Thinking Skills; *Urban Education
IDENTIFIERS- Dynamic Assessment; *Policy Implications

This review of the literature on testing urban students indicates that standardized tests may not reflect accurately the ability and achievement of poor minority children. Further, new research in cognition makes clear that both teaching and testing could be structured to better prepare students for the complex thinking required by life. Since current political trends make it unlikely that the power of testing will decline nationally, or that testing will cease to drive instruction, it is crucial to reformulate assessments so that they can help alter schooling in ways that will better educate individual students to meet both their personal needs and those of society. Because short answer tests have been so important in driving learning in urban schools, and because the size of urban school systems encourages bureaucratic forms of accountability, it will be difficult to create forms of change that demand greater flexibility. However, new performance-based assessment practices offer particular hope to urban students whose gifts and needs are diverse, and who have suffered the most under traditional teaching and testing methods. Portfolios, work station assessments, certain computer-based assessments, and the variety of reciprocal teaching methods that rely on dynamic assessment all offer directions for improving urban education. A list of 66 references is appended. (MW)

a source of ideas on content, types of exercises, requirements for credible measurement, and pitfalls to be avoided when developing one's own instruments. A list of 56 tests that are relevant but were not reviewed is provided. (RLC)

ED 322 209 TM 015 453

Wing, Cliff W., Jr.
Three Thousand Years of Talent Searching.
PUB DATE- 80
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association of Schools of Music (55th, Philadelphia, PA, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Aptitude; *Educational History; Educational Policy; Educational Testing; Elementary Secondary Education; Measures (Individuals); Psychological Testing; *Talent Identification

An overview is presented of current issues in the assessment of gifted and talented persons, with an emphasis on generalizable and universal talents and the operational methods used in their identification. The Chinese were seeking out talented individuals through formal identification procedures as early as 2200 BC. In the Western world, the use of tests to explore human competencies, outside of educational institutions, is only a little over 100 years old, with beginnings in the work of Sir Francis Galton. The identification and recognition of talent in this country continue to operate through two parallel systems, within the formal educational processes and within the worlds of business, political, and cultural affairs. Talent recognized in one system is not highly predictive of talent recognized in the other. Education decision makers tend to believe that they are reaching for a variety of talents when they select the gifted and talented, but their selections are largely based on grades and scores, a fact that may explain why those they identify as gifted do not show up with consistency among those identified as talented by the larger society. From the ancient Chinese, we can learn to work toward developing talent identification systems that relate to all the areas of talent that are represented at the top of society. It is not that testing is bad as a means of identifying talents, but

school performance, and activities of the eighth-grade students. In addition to direct student data, the study design incorporates data from students' school principals, parents, and teachers to identify additional factors that affect student achievement. In addition to a general statistical profile of the target population, statistics and accompanying analyses cover mathematics and reading performance, at-risk issues, school safety and climate, and high school and college plans. Focus is on circumstances under which children flourish and succeed. The study included a clustered, stratified national probability sample of about 800 public and 200 private schools. Almost 25,000 students participated in the base-year study. The sample represents the nation's eighth-grade population, totalling about 3 million eighth-graders in over 38,000 school in the spring of 1988. Results reveal that the American eighth-grade population is very diverse. One out of every five students is unable to perform basic arithmetic tasks, and 14% of the students are unable to perform basic reading comprehension tasks. The NELS:88 provides some indicators of "at risk" status and has identified six primary risk factors. Pertinent methodological discussions and associated data are appended. Fifteen graphs and 69 data tables are included. (TJH)

ED 322 222 TM 015 510

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. Base Year: Teacher Component Data File User's Manual.
National Center for Education Statistics (ED), Washington, DC.; Westat, Inc., Rockville, MD.
REPORT NO.- NCES-90-484
PUB DATE- Mar 90
NOTE- 216p.; Data Series: DR-NELS:88-88-4.2.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; *Databases; Data Collection; Data Processing; *Elementary School Teachers; Elementary Secondary Education; Guides; Longitudinal Studies; *National Surveys; Questionnaires; Sampling; *Secondary School Teachers; *Teacher Characteristics
IDENTIFIERS- *National Education Longitudinal Study 1988; *Teacher

ED 322 235 UD 026 848

Scott, Bradley; Gonzales, Frank, Ed.
It's a Matter of Race: Race Relations in the Desegregated Setting. Training Module IX.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 59p.; For related documents, see UD 026 838-849.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acculturation; *Bias; Desegregation Methods; Elementary Secondary Education; Inservice Education; Learning Modules; Minority Groups; *Racial Bias; *Racial Relations; *School Desegregation; Teacher Attitudes
IDENTIFIERS- National Origin Desegregation Assistance Centers; *Scapegoating

Race relations in desegregated settings is the subject of this training module. It guides trainers through the activities and lessons necessary to teach school personnel key issues regarding interpersonal race relations in the desegregated setting, and offers suggestions on how to handle these relationships effectively. Nine activities are described and materials, including nine transparency masters and seven handouts, are contained within the module. Goals for the participants are the following: (1) to establish an appropriate context for examining race relations in the desegregated setting; (2) to become familiar with important race relation terms in a desegregated setting; (3) to analyze examples of racism or other forms of discrimination; and (4) to apply a process for dispelling rumors and myths which affect good race relations in the desegregated setting. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

indicate the need for more space and programs that could be replicated at other sites. An agenda for implementation is suggested. Statistical data are included on 11 graphs. (FMW)

ED 322 247 UD 027 524

Zanger, Virginia Vogel
Black, White, and Latin: How Students Say They Get Along in Boston.
PUB DATE- 10 Dec 83
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Hispanic Americans; Interviews; Junior High School Students; *Middle Schools; Questionnaires; *Racial Bias; Racial Differences; Racial Identification; *Racial Relations; *Urban Schools; Victims of Crime; White Students
IDENTIFIERS- *Boston Public Schools MA

This study examines the racial attitudes of Black, White, and Hispanic students in a Boston middle school. Group and individual interviews were conducted with two Black (both female), two White (1 male, 1 female), and two Puerto Rican (1 male, 1 female), students who are enrolled in a new middle school with a multicultural curriculum where bilingual and monolingual students are combined for most classes. The school is located in a Black and Hispanic housing project. Interviews were tape recorded, transcribed, and analyzed by theme. The following findings are reported: (1) all students had first-hand experience as victims of racial hostility and, in some cases, racial violence in the outside community; (2) students discussed tensions they had observed in Black/White, Hispanic/Black, and Hispanic/White relations; (3) friendship choices in school reflected considerable racial and ethnic aggregation; (4) all students agreed that all groups got along in class; (5) five of the six students felt strongly about the importance of attending an integrated school; (6) each of the students evidenced some racial and ethnic prejudice; and (7) the negative attitudes of the Blacks toward their own ethnic identity contrasted with the positive attitudes of the Whites and Hispanics. The students' race consciousness was interpreted as a response to growing up in a race conscious community. Their longing for racial harmony is a reaction against the racial hostility that they perceived as a reality in Boston, although to a certain extent their own attitudes had been negatively affected. One reference and

The large number of missing student test scores, the results of uneven student attendance, precluded any meaningful assessment of the impact of the 1988/89 Pregnant School-Aged Girls Program in the New York City public schools. Pregnant students have the option of attending classes at one of five special schools. There, they attend remedial classes in reading, writing, and mathematics. Students return to their home schools after their pregnancies. Programs are funded under Chapter 1 of the Education Consolidation and Improvement Act and the Pupils with Compensatory Educational Needs (PCEN) program. Overall, 414 students from the five high schools participated in the reading and writing program and 420 students took part in the mathematics program. Of the students with valid reading scores, 66.1 percent of half-year students and 45.4 percent of full-year students met the evaluation goal. Eighty-one percent of the half-year students and 90.9 percent of the full-year students met the writing objective. Neither half- nor full-year students enrolled in the Chapter 1-funded mathematics program improved their performance enough to meet the program objective. Attendance averaged 56.4 percent among half-year students and 54.1 percent among full-year students. Statistical data on 11 tables are included. A copy of the evaluation summary is also included. (FMW)

ED 322 260 UD 027 560

Mei, Dolores M.; And Others
Chapter 1 College Discovery and Development Program Student Outcome Data 1988-89 End-Of-Year Report. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- May 90
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Basic Skills; *College Preparation; College School Cooperation; Compensatory Education; Cooperative Programs; Higher Education; High Schools; Program Evaluation; Remedial Mathematics; *Remedial Programs; Remedial Reading; *Urban Schools; *Writing Instruction
IDENTIFIERS- City University of New York; *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

published in the "IDRA Newsletter"--the newsletter of the Intercultural Development Research Association--between April 1986 and September 1989. They can serve as resources for individuals and organizations addressing the needs of at-risk minority group students and their families and providing the necessary support services for the students to complete their schooling. Each article summarizes dropout research and emphasizes valuing students, parents, and school as the key to dropout prevention. Dropout prevention strategies are analyzed in terms of providing "VSP," valuing students, providing support, and involving parents. Five successful dropout prevention programs are evaluated and a four-part typology of high school dropout prevention programs is reviewed. The importance of forming partnerships among schools, parents, students, and local businesses is stressed. School reform and actively involving parents as tutors are also emphasized. The table of contents includes brief abstracts of each article. An index, brief biographies of the authors, and a publications order form are appended. (FMW)

ED 322 273 UD 027 574

Ascher, Carol
Assessing Bilingual Students for Placement and Instruction. ERIC/CUE Digest No. 65.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-90-5
PUB DATE- May 90
NOTE- 5p.; This publication was developed with funding from the National Committee on Public Policy.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Achievement Tests; Aptitude Tests; *Bilingual Students; *Educational Assessment; Educational Research; Elementary Secondary Education; Limited English Speaking; Literature Reviews; *Standardized Tests; *Student Placement; Testing; *Testing

ED 322 284 UD 027 694

Secada, Walter G.; Carey, Deborah A.

Teaching Mathematics with Understanding to Limited English Proficient Students. Urban Diversity Series No. 101.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.

PUB DATE- Oct 90

NOTE- 65p.

CONTRACT- 300860050; RI88062013; T289005006

GRANT- MDR-8550236

AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Bilingual Education Programs; Curriculum Development; Elementary Education; *Elementary School Mathematics; *Limited English Speaking; Literature Reviews; *Mathematics Curriculum; *Mathematics Instruction; *Teaching Methods

IDENTIFIERS- *Active Mathematics Teaching

This document provides research-based information to help school district personnel select appropriate mathematics education programs for their limited English proficient (LEP) elementary school students. A review of the mathematics education literature is discussed in the context of the reform movement in school mathematics. Two instructional programs for effectively teaching mathematics to LEP students, Active Mathematics Teaching (AMT) and Cognitively Guided Instruction (CGI), are discussed in detail. Examples, using addition and subtraction problems, illustrate each program. Since teaching math in a student's native language may be more effective than limiting instruction to English, Spanish translations of examples are also included to demonstrate how simple presentation of problems can facilitate their solving. Recommendations are woven throughout the text and each section ends with a list of additional recommendations for teaching mathematics to LEP students. The following final recommendations are suggested: (1) choose and use manipulatives carefully; (2) manipulatives should support discussion about mathematics, not replace it; (3)

simply that it is too narrow. (SLD)

ED 322 210 TM 015 455

Quality of U.S. Education Information. Hearings before the Subcommittee on Government Information and Regulation of the Committee on Governmental Affairs, Senate, One Hundred First Congress, First Session. Overview of National Goals (October 23, 1989), Availability and Quality of National Education Database (November 1, 1989).

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

REPORT NO.- Senate-Hrg-101-411
PUB DATE- 90
NOTE- 423p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Data Collection; Educational Improvement; Educational Objectives; Educational Policy; *Educational Quality; Educational Research; Elementary Secondary Education; Excellence in Education; *Government Role; *Information Needs; Outcomes of Education; *Statistical Data
IDENTIFIERS- *Educational Information; National Assessment of Educational Progress

Fundamental to a realistic assessment of educational quality is an assessment of United States education statistics and information-gathering efforts. This hearing focused on the identification of information needed and steps the Congress needs to take to make education information available on a timely basis so that policy decisions can be made. Opening remarks of Senators J. Bingaman, Simon, H. Kohl, and J. Heinz are included. Ten witnesses provided testimony: (1) Christopher T. Cross, Assistant Secretary for Education Research and Improvement reviewed the National Assessment of Educational Progress, accompanied by Jeanne Griffith, acting director, Cross-Cutting Education Statistics and Analysis Division, and David Sweet, director, Elementary and Secondary Outcomes Division; (2) Patricia A. Graham, dean, Graduate School of Education, Harvard University; (3) Chester E. Finn, professor, Vanderbilt University; (4) Denis P. Doyle, senior research fellow, Hudson Institute; (5) H. Dickson Corbett,

Surveys

This manual will familiarize data users with the procedures followed for data collection and processing of the base-year teacher component of the National Education Longitudinal Study of 1988. A corollary objective is to provide the necessary documentation for use of the data files. The manual provides a wide range of information on topics related to the National Center for Educational Statistics (NCES) and the study at hand. More specifically, the report includes an overview and history of NCES longitudinal studies, a general description of the data collection instruments used in the 1988 base-year study, the base-year sample design and procedures used for selecting teachers, data collection procedures as well as schedules and results, data control and data preparation activities, data processing, organization and content of the data files and means of using them, guidelines for the Statistical Analysis System and Statistical Package for the Social Sciences, and several code books of teacher questionnaire data. The target sample included 1,052 schools. Self-administered questionnaires and tests were the principal mode of data collection. The NELS:88 base-year study collected data from students, parents, teachers, and school administrators. The NELS:88 public use data files are available on four separate tapes, one for each study component. The tape for the teacher survey contains a data file based on 5,193 teacher instruments, resulting in 44,512 sets of teacher ratings and data for 23,188 of the 24,599 participating students from 1,052 schools. Seven figures and four data tables are included. Appendices include: the teacher instrument, a record layout for the teacher questionnaire, a list of critical items in the teacher questionnaire, specifications for the composite variables, and a description of related data files available from NCES. (TJH)

ED 322 223 TM 015 511

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. Base Year: School Component Data File User's Manual.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-482
PUB DATE- Mar 90
NOTE- 149p.; Data Series: DR-NELS:88-88-3.2.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

ED 322 236　　UD 026 849

McNeal, Alva E.; Gonzales, Frank, Ed.
Civil Rights Compliance: An Update. Technical Assistance Module.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 76p.; For related documents, see UD 026 838-848.
GRANT- G00-874-5255
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Civil Rights; *Compliance (Legal); Elementary Secondary Education; Equal Opportunities (Jobs); *Ethnic Stereotypes; *Federal Legislation; Inservice Education; School Desegregation; *Sex Discrimination; Technical Assistance
IDENTIFIERS- National Origin Desegregation Assistance Centers; *Title IX Education Amendments 1972

Civil Rights compliance is the subject of this technical assistance module. It is a guide for trainers who seek to familiarize education personnel with the legal intent, the procedural requirements, and the employment practices requirements contained in Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. Ten activities are described and materials, including eight transparency masters and five handouts, are included within the module. Three background readings discuss federal law and narrate the history of the civil rights movement as told in the videotape, "Eyes on the Prize." Goals for the participants are the following: (1) to become familiar with the race desegregation services available through Title IV Desegregation Assistance Centers; (2) to become familiar with the civil rights movement activities that occurred between 1954 and 1965; (3) to become familiar with the legal intent of the Civil Rights Act; (4) to become familiar with the procedural requirements for civil rights compliance; and (5) to become familiar with the employment practices requirements and practices of the civil rights legislation. The suggested time for completion of the module is 3 hours. Nine training modules and two more technical assistance modules are available on topics related to desegregation and equity. (VM)

a copy of the interview guide are appended. (FMW)

ED 322 248 UD 027 527

Cheatham, Harold E., Ed.; Stewart, James B., Ed.
Black Families. Interdisciplinary Perspectives.
REPORT NO.- ISBN-0-88738-812-4
PUB DATE- 90
NOTE- 418p.
AVAILABLE FROM- Transaction Publishers, Rutgers--The State University, New Brunswick, NJ 08903 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Anthologies; *Black Family; *Blacks; Books; *Coping; *Family Characteristics; Family Financial Resources; Family Health; Foreign Countries; *Public Policy; *Research Methodology; Social Science Research; Social Services; Stereotypes
IDENTIFIERS- Nigeria; Saint Vincent; West Indians

Since the early 1960s, the black family has been characterized as pathological. This six-part collection of 18 research studies presents alternative approaches to understanding the special characteristics of black families. Part I, "Theoretical and Methodological Perspectives," comprises a comparison of the pioneering work of W. E. B. Du Bois and E. Franklin Frazier. Part II, "Ecological Perspectives," comprises four studies that examine the linkages within the black community among the family and the church, hospitals, housing, and economic influences. Part III, "Family Form and Functioning," comprises four studies that examine the effects of the following exogenous and endogenous factors: (1) parental values; (2) sickle cell anemia; (3) gender differences; and (4) the declining male to female ratio. Part IV, "Health Outcomes and Economic Resources," comprises three studies that examine resources used by families to cope with stress. Part V, "Intracultural Perspectives," comprises three studies that examine the similarities and differences among families in St. Vincent, Nigeria, and among West Indians in the United States. Part VI, "Policy and Social Service Delivery Systems," comprises three studies that examine how theory, research, and substantive issues translate into intervention policies. A concluding section reviews the contents of the collection and relates them to the reconceptualization of black families. Four figures and 34 tables of statistical data are included. Each study also includes a list of references. (FMW)

Both half-year and full-year students enrolled in the 1988/89 College Discovery and Development Program of the New York City public schools surpassed the program's evaluation objectives in writing and mathematics and came close to meeting the objective in reading. The program, affiliated with the City University of New York, is a basic skills program funded under Chapter 1 of the Education Consolidation and Improvement Act. It provides remedial reading, writing, and mathematics instruction to students in three high schools. Overall, 422 students participated in remedial reading and/or writing courses and 230 students participated in remedial mathematics courses. Among full-year students, 67 percent showed improvement in reading and 89 percent showed improvement in writing. Among half-year students, 66.4 percent showed improvement in reading and 74.2 percent showed improvement in writing. In mathematics, 87.5 percent of the full-year students and 73.5 percent of the half-year students showed improvement. Statistical data are included on two tables. An evaluation summary is also included. Four tables of statistical data reporting reading and mathematics test results by superintendency and by school are appended. (FMW)

ED 322 261 UD 027 561

Mei, Dolores M.; And Others
Chapter 1 College Bound Student Outcome Data 1988-89 End-Of-Year Report. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- May 90
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Bound Students; *College Preparation; Compensatory Education; High Schools; Program Evaluation; Remedial Mathematics; *Remedial Programs; Remedial Reading; *Urban Schools; Writing Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

Students enrolled in the 1988/89 College Bound Program of the New York City public schools met evaluation criteria in writing and mathematics but did not meet reading evaluation objectives. The

Problems; Test Interpretation
IDENTIFIERS- *Curriculum Based Assessment; ERIC Digests

Standardized achievement and aptitude tests may be of very limited value in making placement or instructional decisions about bilingual students. The practice of categorizing standardized test scores by ethnic groups obscures the difficulties of administering and interpreting tests taken by bilinguals. Individuals who are bilingual have two language systems that overlap and are distinct; both are relied upon in a variety of ways, depending on the linguistic and communicative demands of everyday settings. It is not yet known how to measure the extent to which one of the languages of a bilingual student influences the other, or even how to describe bilingual competence. In test-taking situations, the switching and other linguistic adaptations of bilinguals create notable differences from the way that monolingual students perform. Because standardized tests in any language are biased in favor of native speakers, low test scores received by bilinguals are often interpreted as evidence of deficits or even disorders. The following commonly used options for administering standardized tests to limited English speakers are reviewed: (1) nonverbal tests; (2) translated tests; (3) use of interpreters; (4) tests that are norm-referenced in the primary language; and (5) true bilingual assessment. The educational opportunities of bilingual students would be improved by expanding diagnostic protocols to include information beyond standardized test scores and by creating assessment that is more directly based on curriculum. A list of nine references is appended. (FMW)

activities should emphasize the mathematics content; (4) the National Council of Teachers of Mathematics' document, "Curriculum and Evaluation Standards," provides specific recommendations for content that should be emphasized as well as deemphasized; (5) AMT has been proven effective for conveying large amounts of basic information that is well organized; (6) CGI shows promise for developing problem solving skills, higher order thinking, and enhancing student confidence; and (7) mathematics is too important for students' futures to be reduced to computations or omitted entirely. Five figures are included. A list of 72 references is appended. (FMW)

ED 322 285 - UD 027 713

Bempechat, Janine
The Role of Parent Involvement in Children's Academic Achievement: A Review of the Literature. Trends and Issues No. 14.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 21p.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Aspiration; *Child Development; Cognitive Development; Elementary Education; Literature Reviews; *Parent Child Relationship; Parent Education; *Parent Influence; Parent Participation; Parents as Teachers; *Parent Student Relationship; Social Development; *Teacher Role

This literature review examines patterns of parent-child involvement that foster high academic achievement and describes effective parent involvement programs. Parents affect their children's academic achievement through cognitive socialization, director, Research for Better Schools; (6) Ernest Boyer, president, Princeton Office, Carnegie Foundation for the Advancement of Teaching; (7) Emerson J. Elliott, acting commissioner, National Center for Education Statistics; (8) Lois-ellin Datta, Director for Program Evaluation in Human Services Areas, United States General Accounting Office; (9) Gordon M. Ambach, executive director, Council of Chief State School Officers; and (10) George E. Hall, president, Slater Hall Information Products. Prepared statements by each of these witnesses are provided in an appendix, which includes other articles and remarks on the quality of education information. (SLD)

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; *Databases; Data Collection; Data Processing; Elementary Secondary Education; *Institutional Characteristics; Longitudinal Studies; *National Surveys; Questionnaires; Sampling; School Statistics; *School Surveys
IDENTIFIERS- *National Education Longitudinal Study 1988

This manual is designed to familiarize data users with the procedures followed for data collection and processing of the base-year school component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files. The manual provides a wide range of information on topics related to the National Center for Educational Statistics (NCES) and the study at hand. More specifically, the report includes: an overview and history of NCES longitudinal studies, a general description of the data collection instruments used in the 1988 base-year study, the base-year sample design and weighting procedures, data collection procedures as well as schedules and results, data control and data preparation activities, data processing, organization and content of the data files and means of using them, guidelines for the Statistical Analysis System and Statistical, and several code books of school questionnaire data. The NELS:88 base-year study collected data from students, parents, teachers, and school administrators. Self-administered questionnaires and tests were the principal mode of data collection. The NELS:88 public use data files are available on four separate tapes, one for each study component. The tape for the school survey contains a file based on data for 1,015 schools. Seven data tables and seven figures are included. Appendices include the school questionnaire, a list of critical items in the school questionnaire, a record layout for the school questionnaire, specifications for the composite variables, and a description of related data files available from NCES. (TJH)

Program, funded under Chapter 1 of the Education Consolidation and Improvement Act, is designed to improve the reading, writing, and mathematics skills of students to prepare them to enter college and comprises remedial courses and intensive supportive services. During 1988/89, 5,843 students from 22 high schools participated in remedial reading and/or writing courses and 612 students from 8 high schools participated in remedial mathematics courses. The evaluation objectives stated that at least 70 percent of the students would show improvement in program subject areas as measured by norm-referenced and criterion-referenced tests. About 63 percent of both full- and half-year students improved their performance in reading. About 84 percent of full- and half-year students improved their performance in writing. About 72.9 percent of the full-year students and about 79.9 percent of the half-year students improved their performance in mathematics. Statistical data on two tables are included. An evaluation summary is also included. The appendices comprise 10 tables of statistical data reporting test score results by superintendency and school-by-school. (FMW)

the development of basic intelligence; and academic socialization, the development of attitudes and motives essential for school learning. Cognitive socialization is developed through the following parent practices: (1) encouraging active learning; (2) developing psychological distancing; (3) creating a context for new learning; and (4) structuring information to provide a "scaffold" for problem solving. Academic socialization is associated with the following parent practices: (1) attributing success to ability; (2) implementing supportive strategies; (3) communicating high expectations for academic success; and (4) expecting high career aspirations. While cognitive and academic socialization are facilitated by middle-class status, parent education programs can provide lower-class parents with the skills needed to enhance their children's achievement while improving their own job skils. Teacher attitudes and support are crucial to effective parent involvement programs, which include the following strategies: (1) developing frequent contact between parent and teacher; (2) helping parents create home environments conducive to learning; (3) using parents as resources in schools; and (4) involving parents in school governance. A list of 68 references is appended. (FMW)

AUTHOR INDEX

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